DOCUMENT RESUME

ED 154 854 JC 780 251

TITLE Instructional Needs of the New Student. Proceedings of Workshops on Faculty and Staff Development, University of Kentucky Community College System.
INSTITUTION Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.
PUB DATE 76
NOTE 68p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Community Colleges; Conference Reports; *Developmental Programs; Educational Change; Educationally Disadvantaged; Faculty Development; *Instructional Innovation; *Junior Colleges; Minority Groups; *Nontraditional Students; *Student Needs; Student Teacher Relationship; Teacher Workshops

ABSTRACT

Three conference papers comprise the bulk of this report on understanding "new students" and their academic needs. "The Promise of Learning Through Developmental Programs", by Johnnie Ruth Clarke, deals with the effectiveness of developmental studies while shattering misconceptions surrounding the labels typically assigned these students, such as "non-traditional", "minority", "disadvantaged", and "developmental". "Improving Interpersonal Relations", by John T. Smith, emphasizes the need to improve communications with a diverse student population and for faculty and staff to be concerned with developing minority awareness and value clarification in order to meet students' needs. In "Implications for Instructional Change: Faculty Development", James O. Hammons identifies institutional barriers to meeting new students' needs and advocates the need for instructional change. Change characteristics, processes, and implications relative to administrative support and a comprehensive faculty/staff development program are discussed. Also included are sample faculty development plans developed by conference participants. The plans cover such areas as need determination, goals and objectives, scheduling provisions, publicity, program, and evaluation plans, administrative support, participation incentives, and predicted obstacles. (TR)

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INSTRUCTIONAL NEEDS OF THE NEW STUDENT

JC 780 251

Southern Regional Education Board

Proceedings of

WORKSHOPS ON FACULTY AND STAFF DEVELOPMENT
University of Kentucky
Community College System

Kenlake State Park
October 4-6, 1976

Shakertown, Inc.
October 18-20, 1976

INSTRUCTIONAL NEEDS OF THE NEW STUDENT

Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

$2.00

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FOREWORD

State systems of community and junior colleges and individual institutions since 1973 have continued to utilize the resources of the Institute for Higher Educational Opportunity to improve programs, to increase the effectiveness of instructional methods and to expand the opportunities for greater achievement by their students. The responsiveness of the administration and faculty of the community college to the total needs of the students has been the basis for the workshops and conferences sponsored by the Institute throughout the region.

The major objective of the workshops reported herein was to assist the several community college teams to design a program for faculty development at their respective institutions. Preliminary discussions had indicated that such a program for faculty was badly needed and also would produce significant benefits for the students.

The Institute for Higher Educational Opportunity is pleased to have had the opportunity to sponsor the workshops for the Community College System of the University of Kentucky. It is hoped that this report of the proceedings will be of significant value not only for the 13 college teams and their associates but also for other community college faculties with similar interests.

Our appreciation is expressed to the professional staff of the Community College System whose coordinating efforts were invaluable.

Samuel E. Cary
Associate Director for Programs
Institute for Higher Educational
Opportunity
SOUTHERN REGIONAL EDUCATION BOARD

PREFACE

Early in 1976, the University of Kentucky Community College System contacted the Southern Regional Education Board for assistance in improving instruction to meet the needs of the non-traditional or "new" students who are enrolling in increasing numbers in the thirteen community colleges of the University of Kentucky state-wide system. The Institute for Higher Educational Opportunity at SREB responded by providing a coordinator from their office and funds to sponsor a planning session, workshops and publication of the proceedings.

Before proceeding with SREB, the directors of the thirteen community colleges reaffirmed their needs in improving instruction for their new students and their desire to plan in conjunction with SREB for two regional workshops in Kentucky which would focus on the topic. Each of them named a faculty representative to help plan the workshops.

In August, 1976, this team of faculty representatives, along with representatives from the UK Community College System office, met with Samuel E. Cary from SREB to articulate the specific issues the workshops should address, to plan an agenda reflective of these issues, and to identify possible resource persons who could meet our needs. The following areas of concern were identified:

1. Improved understanding of the nature of the "new students" and of their academic needs.

2. Awareness of how to relate to these students and their unique needs.

3. Implications for instructional change including methods of assisting faculty and staff in bringing about needed changes.

With these concerns in mind, resource persons were identified who were known to have demonstrated experience and ability in one of the areas and who we believed could relate this expertise to our participants. And as the participants are the most important group at any workshop, the help of the college directors was solicited in selecting representative "planning teams" to attend the workshops. It was believed that these "planning teams" should include administrators who have the necessary authority and responsibility to bring about change and faculty and counselors who are probably most aware of the needs of the "new student", and who must implement any instructional changes.

This rationale produced the following team representation, one team to attend from each college:

(1) the college director
(1) associate/assistant director for academic affairs
(2) division chairpersons
(2) faculty members
(1) student personnel/counselor
(1) instructional development representative

Most critically, each three-day session was to provide a workshop experience for the participants which would elicit their full participation in activities of a practical nature, at the end of which they would have some preliminary plans or product to take back to their respective colleges.

At the end of the workshop, each participant completed a detailed evaluation of the session. The results of these evaluations were overwhelmingly positive and indicated that, at least on a short range, workshop goals had been met and the participants believed their time was well spent and productive. Plans have been made to assess long-range outcomes in approximately six months.

Stanley Wall
Vice President
University of Kentucky
December, 1976

INTRODUCTION TO WORKSHOP

In her presentation on the topic, "Identifying the New Students and Their Academic Needs", Johnnie Ruth Clarke perhaps shattered many of the misconceptions of labels which have been used in reference to these students, such as, "non-traditional" "minority", "disadvantaged" and "developmental". Speaking on the topic, "Improving Interpersonal Relations", John T. Smith emphasized the need for improving communications with a diverse student population. Also,to meet the needs of the new student,there must be concern for developing minority awareness and for value clarification not only on the part of the faculty but the total college staff.

Following a very enthusiastic exchange of opinions centered upon the two presentations, each team was asked to identify the situations and/or characteristics of their colleges that would be probable barriers to achieving the objectives outlined by Clarke and Smith. Utilizing the group process called the Nominal Group Technique (NGT), the workshop teams first identified all the barriers believed to be opposing forces to meeting the needs of the "new students" in their respective colleges. The final step in the NGT process required each team to reduce its list to five major barriers. Significantly, many of the teams at both workshops employed the NGT process in developing their Faculty Development Plans. Following is a list of the major barriers submitted by the several teams:

1. Reluctance of faculty to change due to traditional backgrounds (attitudes, education, experience, etc.)
2. Lack of long-range, coherent planning for faculty-staff development
3. Ineffective practices in student career planning, orientation, diagnostic testing, advising, and counseling
4. Lack of goal-directed instruction and curricula
5. Attitude: non-believers and non-participants
6. Restricted traditional scheduling
7. Insufficient coordination
8. Pressures of performance review and evaluation of faculty
9. Lack of college-wide acceptance of individual worth
10. Lack of total commitment to a defined common purpose
11. Non-defined institutional goals

12. Non-productive uses of efforts

13. Small college and class size preventing special interest sectioning and academic ability sectioning

14. Conflicting views among faculty and staff concerning their responsibility to meet needs of the "new" student or that these needs are "valid" concerns

15. No clear profile, including definition and characteristics of "new student"

16. Meeting needs of traditional student and needs of "new student"

17. Unavailability of low reading competency books in the technical fields

18. Lack of understanding of the community college philosophy, institutional goals, program goals and student goals

19. Faculty load (teaching and other responsibilities)--lack of time for faculty/staff development activities and instructional development

20. Lack of adequate budget now and in the foreseeable future

21. Lack of faculty/staff motivation to recognize the need for their own improvement and training

22. Lack of faculty expertise in dealing with students' academic deficiencies (educational technology, learning theories, and new teaching methodologies)

23. Lack of good, solid developmental courses

24. Inadequate physical facilities

25. Inadequate programs/courses to meet the needs of the "new student"

26. Lack of entrance and exit competencies for each course

27. Failure to identify learning styles of "new students"

28. Lack of individualized instruction to meet learning needs of "new student"

29. Lack of communication (faculty-faculty, administration-administration, faculty-administration)

30. Lack of time for one-to-one contact

Extending the themes of academic and interpersonal needs of the "new student" and institutional barriers to meeting these needs, Dr. James O. Hammons related this to the need for instructional change in his presentation entitled, "Implications for Change: Faculty/Staff Development."

After reviewing the basics of the change process and the characteristics of an instructional approach which would effectively meet the learning needs of the new student, Dr. Hammons discussed the administrative ramifications for support of these instructional changes and the need for a comprehensive faculty/staff development program.

The last half of the workshop was devoted exclusively to a group exercise in which each planning team was asked to design a "Faculty/Staff Development Plan" for its college, and make a report outlining this plan to the total group at the end of the workshop. The resulting Recorders' reports were a highlight of the workshop; and although the exercise had originally been designed as a simulation to be completed by hypothetical "teams", the planning teams represented a major cross-section of their respective colleges and as such were in a position to develop realistic plans which could be implemented, at least in part, upon return to their colleges.

In this report only representative "Faculty/Staff Development Plans" have been included. The format and factors included in each plan were very similar; however, specifics of the thirteen plans varied appropriately for the size, goals and objectives of the different institutions. Each participant completed an extensive evaluation of the workshop as indicated in the composite tables.

It is hoped these proceedings will prove useful to those institutions which may be planning similar activities of institutional and instructional improvement so critical to meeting the needs of the "new student" in community colleges today.

THE PROMISE OF LEARNING THROUGH DEVELOPMENTAL PROGRAMS

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PERSPECTIVE

Community junior colleges, like other postsecondary educational institutions, originally planned and operated instructional programs as if all students come from the same socio-economic mold and have acquired a level of competency suitable for entering college. Such assumptions formed the basis for content selection of the entry-level courses. The validity of these assumptions has, fortunately, been challenged and, unlike many of the more traditional institutions, the community junior colleges have adopted an open admission policy with the admission criterion being a high school diploma or its equivalent, or a minimum age. This policy has created an awareness that many students who may choose the community junior college will not be able to achieve at the expected competency level and institutions have sought means for those students who were not able to meet certain standards as determined by the standardized or institutionally prepared tests. Remedial programs and courses were developed in an attempt to raise competencies in the basic skills, primarily reading.

The early reports of remedial programs did not show a great deal of success due, in part, to the lack of adequate evaluation, weaknesses in program structure, and lack of strong institutional commitment. With the advent of federal support for programs designed to assist minorities and other students with academic deficiencies, remedial programs were expanded, but remediation as a concept was disavowed. Students needing remedial service were given new labels such as "disadvantaged", or "marginal" and programs were labeled, "compensatory".

The philosophy of compensatory programs was conceived in broader terms than the old remedial programs. Compensatory programs were intended to give those types of educational experiences which students had missed in their secondary school programs. It was believed that the skills they lacked could not be successfully developed in the process of remediation; instead, it was necessary to "compensate" for the fact that these students had never had an opportunity to master these skills. Therefore, compensatory programs included instruction in reading, writing, grammar, mathematics, study skills, listening skills and socio-personal growth skills. In fact, compensatory programs developed into complete pre-college curricula. They were called by many names such as Directed Studies, Basic Studies, General Studies and many others whose acronyms have become very popular as a result of publicity received.

Some of the compensatory curricula were offered as a summer term only, some during the regular school term; some were housed in separate facilities. At some community colleges, students were placed in compensatory programs as

a result of test scores and were required to remain in the program for certain periods of time whether or not success was demonstrated. Some colleges permitted students to choose the compensatory program and to move out of it when success had been demonstrated.

The most notable features of the compensatory programs were the attention given to the nature of the student entering the program and the emphasis upon selecting and training teachers especially for the program. The socio-personal components of the compensatory programs were designed to help the student develop more positive feelings about self-worth and to become more confident in social interaction situations.

Compensatory programs, like the old remedial programs, were not thoroughly evaluated. In design, the objectives were to help students to adjust to postsecondary educational experiences and to provide supportive counseling services for socio-personal growth to sustain academic progression. The ultimate evaluation was whether students, on completing the program, were successful in the regular college courses. Because of a lack of articulation between the compensatory program and the "regular" college programs, many students who successfully completed the compensatory program were not successful in "regular" college courses and often dropped out of school. This occurred more often with those students who moved from the environment of a complete compensatory program than with students who were in some "regular" college courses with compensatory support in the basic skills -- reading and mathematics.

The lack of substantive evidence of the success of compensatory programs and the establishment of federal assistance for academic and counseling support for students in "regular" college programs caused many community college curriculum planners to reassess their programs for students with academic deficiencies. Another event which added impetus to this reassessment was the entry of large numbers of veterans into the community college. Added to this was the rapidly increasing age of the clientele served because of many women, senior citizens, and other adults returning for training or retraining.

DEVELOPMENTAL APPROACH

The reassessment of the community college curriculum to serve the non-traditional student (developmental student) more effectively is still in the developmental process. The most promising effort so far is the conception of the developmental approach to curriculum and instruction which has been successful in helping students attain academic and personal goals because evaluation is an integral part of its total design and the components of the design and changes in direction can be easily initiated.

The developmental approach is not new; rather it is an application of many ideas about curriculum design and instructional practices growing out of a systhesis of what is known about learning theory. All education is developmental; that is, the educational process is designed to promote individual growth. Using this as a basic postulate, curriculum planners and instructional designers in the community junior college have focused attention upon developing educational experiences which would address the variety of developmental needs of the non-traditional student (marginal student, adult student, disadvantaged student, new student, etc.).

In considering developmental needs of students, it is necessary to focus upon both the product and the process. The product, the student, must be considered in light of what is known about how students learn. Community college educators are aware that students will achieve their own goals if they perceive their goals as attainable, valuable objectives for themselves, and if they have well-defined directions which they are capable of carrying out. The successful attainment of student goals must result in students who are capable of demonstrating those competencies recognized as adequate for students' chosen fields.

The process of goal attainment must involve the identification of the necessary competencies for successful goal attainment, provide a variety of modes for such attainment, and determine means for intermittent feedback of successful progress toward attainment.

DEVELOPMENTAL STUDIES

With this as a basic philosophy, the colleges have initiated student assessment programs in order to determine the students' assets. Researchers such as Patricia Cross, John Roueche, William Moore and many others have pointed out that the non-traditional or developmental student needs assistance in identifying his own goals, both long-term and short-term. Career planning and personal growth activities should be the first components of the program designed for these students. The students should be involved in activities which will help them to see themselves as future careerists and to see what personal attributes they possess -- and will need to possess -- in order to successfully pursue their chosen careers.

Such personal and career assessment involves more than exercises based upon published data; it must also involve the student in some direct observations or entry-level participation in the career field of his choice. This is necessary for developmental students because many of them lose interest in abstractions; they are more concerned with the immediate practical application of a learning experience.

There should be some interactive experiences which will help the student to understand what personal attributes are needed in order to relate effectively as a careerist. For, developmental students are products of a variety of backgrounds and sub-cultures which may not necessarily provide them with the socio-personal skills needed for academic pursuit nor for successful operations as careerists.

In order to accomplish their aims, the students should be introduced to a planned program of career exploration which would involve career information assessment (cognitive-based), socio-personal attributes assessment (effective-based), and analysis of past achievement patterns. Further developmental students should be provided opportunities to gain direct experiences related to their chosen career in order to be assured that their choices are based upon realistic appraisal of the career and of themselves.

DEVELOPMENTAL INSTRUCTIONAL ACTIVITIES

The next important component of a developmental program is the structure of the process leading toward goal attainment. The processes involve those

supportive and instructional services which are designed to promote student mastery of competencies necessary for goal attainment. The developmental supportive services focus upon those types of activities which undergird successful execution of the learning activities leading toward competency.

Such services include personal and social adjustment activities, self-awareness and behavior modification activities, and tutorial or laboratory academic activities.

It has been shown in many studies of community junior college students that positive feelings of self-worth tend to promote academic achievement. It has also been demonstrated that where students have problems with achieving mastery of content competencies, tutorial or laboratory assistance has been of great help in solving these problems.

Developmental instructional services are based upon the position that students differ in levels of cognitive attainment, in their manner of processing cognitive data and in their rate of academic growth. This position assumes that, in a given learning situation, the personality and the teaching style of the instructor influence the amount of student growth. A note of caution here appears to be significant. The developmental approach does not imply that the instructor can deal with all of the variables operating upon the student; neither does it imply that the student will not assume responsibility for his/her own growth. It does imply that students are different and that when their differences are accounted for in the instructional process, the student will select those strategies which will facilitate the achievement of his/her goals.

The instructional component should be planned to make provisions for individualization. Individualization in this sense is best described by Paul L. Dressel in his new book, Handbook of Academic Evaluation. Such individualization may take a variety of forms; some forms may be student-determined and some forms may be determined by the student and the teacher together. Whatever form the individualization process may take, there are some basic steps which are common. In a developmental instructional program, student assessment data should be of primary importance in the planning stage. Such data should include information on the student's past academic successes, relevant age-related experience information, self-concept data, learning style (including rate), career goal and any other pertinent data. This data, along with pre-assessment content data, will provide the instructor with the necessary baseline information for determining course content objectives which will maintain the standards for mastery and relate to student goals and needs. Because of the diversity of the developmental student -- levels of attainment, age, socio-economic status -- course objectives must have personal or goal-related meaning in order to maintain motivation for achievement.

After the instructional goals have been developed, the teaching strategies or learning activities are designed. It is at this point that the developmental student and the "regular" student may be separated. This separation is not an obvious setting apart of students in separate classes but, rather, a natural separation within the "regular" college class arising out of student choice. This occurs because the instructor provides a variety of teaching strategies or learning activities designed to address different learning styles and learning rates. Individualized modules may be used; learning contracts may be developed; audio-tutorial modes may be offered; and many other types of learning alternatives may be available to the students. Individualization of learning activities does not exclude group sessions. For those

students who need structured teacher-directed class sessions, or those who may need small group discussion sessions, these alternatives are provided.

The instructional strategies used with developmental students are not limited to the classroom nor the campus. Because many developmental students are operational-oriented, hands-on experiences, direct observations and personal involvement in community projects are included in the alternative learning activities.

Instructional planning for developmental students makes provisions for rates of learning. This is often the most difficult part of the planning process because some community junior colleges are bound by the traditional time blocks and grading practices. In spite of these constraints, instructors have worked out many ingenious plans for allowing students who master the competencies of the programs before the end of the designated time period to proceed at another level of competency. For those students who need more time than provided by the regular schedule, independent study and personal counseling are provided. In the case of these students, when time blocks and inflexible grading systems are held sacred by the college (and the computer), some instructors have used the magic "I" (Incomplete) to allow students time to attain mastery.

INSTRUCTORS FOR DEVELOPMENTAL PROGRAMS

It is generally recognized that it is the instructor who makes the difference in any type of teaching-learning situation. In selecting instructors who will participate in developmental programs, it is necessary to seek out those individuals whose teaching styles match the demands of the developmental approach. The personality and the teaching "set" of some teachers are most suited to a traditional approach to instruction and they would be very unhappy and unproductive in a developmental instructional program. Instructors who are devoted to content mastery only and who have undefinable expectations for first-year college students usually find the developmental approach too taxing and unrewarding. Champions of college "standards" find it very difficult to accept mastery as evidence of attainment of standards, especially if all of the students achieve mastery.

Many community college teachers are either unaware of the importance of the affective domain in promoting learning or are too content-oriented to plan learning activities which promote affective growth. In a developmental instructional program, instructors provide affective learning activities as an integral part of the cognitive learning activities.

It cannot be assumed that the teaching participants for developmental programs are easily identified. It must be determined during the planning stages that the developmental staff will be involved in continuous professional developmental activities supportive of this approach to instruction. This involvement will provide opportunities for collaborative planning to meet special needs of students, for acquiring and exchanging new ideas, and for reinforcement of on-going successful activities. Through a professional developmental program, the college would devise means of rewarding successful teaching behaviors. It is important that some form of teacher reinforcement be provided because so often it is forgotten that teachers need "tender, loving care." The developmental program instructors especially need to be reminded that the

college is aware of their great (physical, emotional and intellectual) output and that the college, as well as the students, appreciates their sacrificial assistance.

The developmental instruction design represents an attempt to synthesize the following basic ideas:

1. Each student is different but each must find his place in the society.

2. Students learn at different rates and the rate may differ from one content area to another.

3. Each student processes data in a different way, often according to the type of data processing.

4. Students maintain high motivation for learning meaningful, goal-directed information.

5. Instructional strategies must address the learning strategies and needs of the students.

6. Tender, loving care should be given the instructor because the instructor really makes the difference.

EVALUATION OF DEVELOPMENTAL PROGRAMS

Basic to the planning of a developmental program is the development of an evaluative design. This should be a two-part design reflecting short-range and long-range evaluation. The short-range design is concerned with student progress toward mastery in the cognitive and psychomotor domains and changes in the affective domain. Progress in the cognitive and psychomotor domains is usually determined by criterion-referenced instruments. Since each instructional unit is planned to include pre-assessment measurements, performance outcomes, and diversified learning activities or strategies, criterion-referenced post-assessment appears to be the most effective technique for measuring student progress. This type of evaluation serves as a motivating force for developmental students because they can easily discern how far they have moved toward mastery and the distance they must cover. The student sees himself in terms of his own movement rather than a group's movement and because of this lack of comparison with a group, there is less chance of the student becoming a victim of the failure syndrome.

The evaluation of short-range affective goals may be criterion-referenced measures which have been adopted to measure attitudinal change. Such adaptations usually are in the form of an opinion poll, a questionnaire or simulation. The latter technique is by far the more interesting and often reveals more about attitudinal change than any other form of measurement.

Long-range evaluation is designed as on-target and post-target (follow-up) measurements. The on-target evaluation deals with measurements related to the achievement of the student's goals, that is, whether the student met goal objectives, the number of and rate of completions and the levels of achievement. The post-target evaluation is concerned with determining the success of the developmental student after leaving the community junior college. It should

include information on what and how well the student is doing, and the student's perception of the relevance of the developmental program to his/her success with suggestions for improving the program.

The evaluation design should include some means of disseminating the results of the evaluation. For, unlike the traditional programs of the college, the developmental program must continue to demonstrate its effectiveness.

The promise of developmental programs for meeting the needs of veterans, mature women, senior citizens, minorities and other groups with some academic or socio-personal deficiencies is being fulfilled in many community colleges. The success experienced by these colleges has been greatly enhanced by institutional commitment through the allocation of financial assistance to the student and adequate resources to the program.

A closer look at the organizational and operational structure of a developmental program might reveal that such a program could be the most dynamic approach for teaching not only developmental or non-traditional students, but also as an effective program for all postsecondary students.

IMPROVING INTERPERSONAL RELATIONS

John T. Smith
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Lexington, Kentucky

From one prospective, all activities which take place in an educational institution may be viewed as consisting of varying degrees of interpersonal relations. These include those relationships which exist among administrators, teachers, students, staff -- in fact, all personnel who in any way might be connected with the institution are involved.

I strongly suspect that educators often fail to realize the tremendous improtance of interpersonal relations and their effect in determining or setting the overall tone, or atmosphere, of the institution. This atmosphere can be a powerful factor in determining success or failure for the "new" student of today's community colleges.

Much of what we operationally define as interpersonal relations is concerned with communications -- both verbal and non-verbal.

> Lord Chesterfield in Letters to His Son said:
>
> Learning is acquired by reading books, but the much more necessary learning, the knowledge of the world, is only acquired by reading men, and studying all of the various editions of them.

Before considering some of the dynamics involved in establishing rapport and communicating effectively with today's students, let us briefly review some group characteristics.

One group is composed largely of young persons from lower socio-economic levels with poor academic records. Patricia Cross (1972, pp. 11-13), on the basis of her research and that of others, describes them as follows:

> The majority of them are the white sons and daughters of blue-collar workers, although a significant number are from ethnic minorities. Two-thirds are first generation college students; their parents have had no experience with college. These young people do not read much outside of school. They prefer to spend their time watching television, rapping with friends....

According to Chickering, a second group of new students are those from inner city streets -- variously termed disadvantaged, culturally deprived, underprepared, high risk -- who are entering college through special preparatory programs and through various open admissions arrangements. Descriptions of the disadvantaged student vary. A typical description defines such students

as those who, in addition to scoring poorly on standardized achievement tests, have experienced economic deprivation, social alienation caused by racial or ethnic discrimination, geographic isolation or provincialism. Some descriptions suggest that such persons feel powerless to control their lives, lack self-esteem and achievement motivation, have little vocational direction or sense of purpose, and have a negative self-image. These students are of no single race, color, religion, or ethnic background. They come from an inner city or from parts of the country that are rich in their own traditions but that do not necessarily prepare them for school or to operate successfully in society. They bring their cultural backgrounds and mores to college and find that they are misunderstood, sometimes rejected, ridiculed, or ignored. Adverse relationships can quickly develop.

Many of the disadvantaged are women who have sole responsibility for supporting one or more children and maintaining a household. The disadvantaged men in college outnumber the women almost three to one, except for black men and women where the ratio is probably about reversed.

According to Moore (1970, pp. 49-50) the disadvantaged black student is usually somewhat different from the white student of the same class:

> To begin with the black student is more cynical. He does not believe in God, mother and country with the same fervor as his white counterpart or his own parents. He is candid, not given to little charades of guile. If he does not like a teacher, he does not pretend to like him. The black student has few heroes. He knows that society destroys its heroes even while it creates them; so he looks for feet of clay earlier. He can probably take disappointments better, because in his world disappointment is a way of life. The black student will tend to be more worldly though less sophisticated academically. He shows much ingenuity outside the classroom. Inside the classroom he has always been more of a spectator than a participant because he does not have a great deal of confidence in his ability. He considers bits and pieces of knowledge that middle-class students verbalize as trivia used to show off.
>
> ...He chooses his leaders from among those who can best represent him. He is willing to listen to and associate with students that school officials do not consider good citizens because he does not believe that association produces contamination. The black student does not confide in his parents. He will rarely let a teacher or a referee or some other arbiter handle the problem or confrontation between himself and another. He has been independent too long for that, and he has had to solve his own problems and often bear his own misfortune without assistance, sympathy or compromise. Many of these students, especially those from lower socio-economic environments have been completely on their own since their early teens and have had to function as adults -- in all of the dimensions of adulthood -- while playing the role of children in school.

In order to establish rapport and thus facilitate good, effective interpersonal relations with the described types of students, we must first recognize that students from disadvantaged backgrounds have a wide variety of positive characteristics, although the characteristics are not necessarily those required for success in an academic setting. Many such students are tough,

resourceful, and self-reliant. They can generate creative solutions and concrete plans for action in response to complex problems when the situations have some pertinence to their own experiences. Many are strong competitors; they want to learn and get ahead, and will work hard and take risks to develop competence and knowledge in those areas that are likely to pay off. They also often have a well-tuned sensitivity to the attitudes and motives of others and to points of vulnerability and strength, and they have the ability to exploit these insights or not, as they see fit. Although inner city streets are tough teachers, 15 or 20 years of daily instruction generate areas of competence, knowledge, and working experience unavailable to the rural or suburban youth.

A significant number of "new" students attending community colleges are adults who enroll for a variety of reasons. Special care should and must be taken to create the type of receptive environment in which they can do their best work.

Many of these students know what their ambitions and goals are, although they may not know what is involved in reaching their goals. Provisions should be made for them to ask all kinds of questions without the threat of seeming "foolish" or "ignorant". A type of ideal orientation session would be one held especially for new adult students. In such an atmosphere they would probably feel freer to ask pertinent questions, and get to know others of similar age and experience.

Every effort should be made to let the adult student know that he is welcome to the institution.

Academic counseling of the adult should be approached warmly, humanely, but realistically. I firmly believe that we do students a disservice by encouraging them to enter study in a field for which their chances of completion are nil. If we have succeeded in establishing the necessary initial rapport and confidence, they will be more apt to accept, without ill-feeling, alternatives which we might suggest.

Many adults feel that they have to make "A's" to be successful because they are older and they are threatened by grades. These individuals are often highly motivated and have much practical experience. An educator can take these strengths and use them to aid not only the mature students but also the traditional freshman and sophomore students who might lack motivation and experience.

We would be amiss if we were not to mention the final category of "new" students. They come from the pool of middle and upper class high school graduates. They are "new" in their general maturity and their orientation toward college, toward work, toward marriage and family life, and toward the place of education in their total existence. A few are so alienated that they have withdrawn and turned their backs on society and its institutions. Many others have not withdrawn but are bitter and disillusioned regarding such things as Watergate, events abroad and the establishment in general. They recognize, however, that effective influence calls for broad based competence and knowledge. They recognize that sheer idealism, even when backed by powerful commitments, does not do the job. To a certain extent, some changes are being observed in these groups. There are broad hints that the status of employment in the country is causing some subtle changes in their attitudes toward education. More seriousness is becoming evident.

Much of what has been cited thus far has focused on the diversity of our student population. Now, let us concentrate briefly on some possible ways that we can assist individuals in reaching their goals through good personal relations.

Quite often secretaries and other front-office personnel are the first individuals to whom a prospective student is exposed upon arrival on campus and it is their cordiality and helpfulness that sets the pace for everything else during the visit.

Office personnel should work to promote a continuing, harmonious atmosphere and smooth flow of business into and out of an office and should exhibit a high degree of loyalty to the supervisor and the basic purposes of the institution. Adaptability and flexibility are essential.

Supervisors and other personnel should never let an exalted sense of self-worth and importance blind them to the fact that all personnel of the institution are there because of the student. All students should be treated with respect. The fact that an inner city youth does not remove his hat upon entering an office to request information is not to be interpreted as a lack of respect. In the culture from which he has come, this is accepted. An inadvertent raising of an eyebrow or a fleeting frown on the part of a receptionist provides him with a clue that he is not being accepted and could "turn him off" before he is given a chance to be helped.

An indicated earlier, it is necessary for both instructors and counselors to establish rapport and communication if meaningful assistance is to be provided to the "new" student.

The same basic principles of building rapport are used with the "new" student as any other student but, often, the counselor or instructor must develop new approaches to reach the student and his problems. There must be an understanding of the dynamics of "new" student behavior.

It is absolutely essential that all of us who wish to assist the "new" student in reaching his goals examine and analyze our own attitudes and the extent to which our efforts are an expression of our own selves. Often, I fear that we are unaware of what our attitudes really are, how we verbalize them, the actions that we take with students. Basic to the development of effective interpersonal relations is a warm, honest, and open approach providing feeling of acceptance which is sensed and is often communicated without words. It is bothering to learn names of students and knowing him or her when you meet on and off campus, inside and outside of the classroom. It is bothering to learn something about each student which let's him realize that you recognize him as a unique individual.

Another basic element is the creation and maintenance of an atmosphere which is free of judgment, threat and criticism, and one that encourages and sustains free student expression of negative as well as positive feelings.

The "new" students have keen perception in judging the character of those school personnel who attempt to work with them. They are seldom fooled, at least for long, by feigned concern, pseudo-acceptance, or a facade of general over-friendliness and effort. But, these students will soon discern consistent, sincere and objectively displayed attitudes and will respond in a positive fashion.

As Johnston and Scales point out, you can tell when you have established rapport "When the office door opens, and a student asks, 'Are you busy?'... When they seek a second and third conference; when they ask you to write recommendations..." or "When a student comes in on his own and asks for help, when he wants to discuss any problem.... When he feels you can help him in any situation -- then you have reached him."

We can judge our success in rapport-building in various ways; when the student speaks spontaneously, when he expresses hostility, when the student does not feel that he has to cover-up or hide his feelings, when he feels it is not necessary to "con" or provide a "snow job".

There is no magic formula for reaching these students. What will work for one student or in one situation may not work for another student or in another situation. We can, and must, use many ways to reach students, to help set direction, to develop understanding.

It cannot be stressed too much that the administration of a college is a most important factor in setting the stage for good interpersonal relations in the institution. If the administrators are friendly and approachable, but yet professional, this has a way of filtering to the faculty and ultimately to the students. Emphasis should be on the planned, orderly implementation of programs and activities designed to create a healthy interpersonal atmosphere rather than on reacting to crises.

IMPLICATIONS FOR INSTRUCTIONAL CHANGE: FACULTY DEVELOPMENT

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In preparing this presentation I made two assumptions:

1. You are here because you are concerned about students and student learning.

2. You've decided that a faculty/instructional development program is required if you are to achieve significant increases in student learning.

I agree with you.

However, before I begin my scheduled presentation I want to make a prediction; if your efforts at causing instructional change are limited to a faculty development program, you will fail. Assuming you can--and this is quite an assumption--temporarily change the attitude and the behavior of enough of your faculty for them to begin making significant changes in their teaching, it is only a question of time before those same faculty will become disenchanted, disheartened, if not embittered and revert back to previous teaching approaches. Why?

Changing the faculty isn't enough. For faculty to successfully implement their newly developed skills, changes in their classrooms must be accompanied by changes in other aspects of the college, to wit:

Administrative behaviors must change. By continuing to keep on staff a faculty member whose attempt at instructional change fails; by occasionally leaving desk, telephone and in-baskets and going out to talk to faculty--in their territory and seeing first hand, what they are doing.

Support systems must change. Faculty members who spend nights and weekends to institute learner-centered changes in their classrooms and are then unable to obtain the media support that's so critically important for them soon give up. The kind of support that I am talking about ranges from basics like duplicating handouts and making overhead transparencies to more involved projects like video-cassettes or synchronized slide/tape presentations.

Policies and procedures. These won't have to change overnight but, as the number of innovative faculty members increases, the pressures to change the system to make it possible for these new systems to work will rise. One of the first areas where change will have to occur is in registration and scheduling systems. As faculty develop ways of teaching individuals, rather than groups, it will become necessary to allow students to enroll in or

complete a course at other than the beginning and ending of a term. Later, as faculty find it difficult to justify continuing to use group-oriented lecture approaches, the traditional lecture-oriented faculty load system will have to be revised to accommodate faculty who use other methods.

Reward System. Criteria for promotion and tenure geared to traditional faculty evaluation measures tend to cause faculty to behave traditionally. For example, if your reward system is one geared to acquisition of graduate credit, we at the universities will be busy. On the other hand, if effort and results at improving instruction are rewarded, faculty will tend to concentrate on that. In addition, attention will need to be given to some of the less obvious rewards such as a pat on the back for a job well done or the simple approval of a travel request.

Budget Allocations. Instructional change costs. It doesn't cost as much as many might believe, but it does have a price tag. Although much of your budget is determined by formula, there is still some latitude for shifting and reallocation to those activities deemed worthwhile.

These are illustrative of the kinds of changes that I'm talking about when I say that for instructional change to be effective it's not enough if only the faculty change. Regardless of how successful you have been at "developing" the faculty, if faculty development is not accompained by these other kinds of changes, I can safely predict that only about 15 percent of those faculty who are "developed" will continue to make serious efforts at instructional change (and that is an optimistic estimate).

With that caution in mind, I would like to outline what I have in mind for this morning, this afternoon, and tomorrow morning.

First, I want to make some general comments about the rationale for change.

Second, I want to propose that you give some thought to answering the question "change to what?" I'll offer an answer to that question.

Third, I want to discuss with you some of the implications of instructional change. After reviewing my list, you may decide that change is not for you.

Fourth, I want to share with you some of my thoughts on faculty development as it relates to instructional change.

Finally, I'm going to put you to work in actually developing a faculty-development plan at your college.

RATIONALE FOR CHANGE

To begin, and just to make sure that we agree on some basic understandings, I would like to briefly comment on why we need to change.

1. The changing nature of your student clientele. The vast majority of students now enrolled in community colleges can best be classified as "non-traditional". This is particularly true of the still increasing number of academically disadvantaged students and the rapidly growing segment of older part-time students, yet your major teaching approaches are geared to the 17 to 18 year-old

college-bound high school senior who filled your classrooms in the 1960's.

2. Faculty and administrator recognition of the need for instructional change. Surveys made by the American Association of Community and Junior Colleges in 1969 and 1970, my own 1974 survey in the Northeast, and Walter Hunter's 1974 assessment of needs in the North Central accrediting region verify this. Needless to say, recognition of need and demonstrated interest on the part of those who are to change is essential.

3. The pressures for accountability and productivity from cost-conscious boards and legislatures. Those of you who were around in the 1960's will remember that era with fondness. Competition for tax dollars was minimal, and education, including higher education, each year received a larger and larger percentage of local, state and federal budgets. Those days are gone forever. With the exception of a few colleges fortunate enough to be involved in one of the various Title II programs or recipients of a limited amount of vocational education funds, the federal dollars have evaporated. At the same time, state and local funding has become increasingly more difficult to obtain because of widespread economic problems and strong competition for limited tax dollars from other more visible (and vocal) governmental entities and social concerns, such as public welfare, environmental control, waste disposal and transportation.

4. The competition for students. Due to reduced pool of college-aged full-time students, rising tuition, and a growing skepticism about the economic value of a college education, colleges are engaged in a fierce, albeit polite, struggle for students. To survice, community colleges must develop instructional practices which will not only cause students to wish to enroll in them, but will encourage students to remain until graduation. Four-year colleges who previously showed little, if any, interest in community college enrollees until after they had graduated are now actively encouraging students to "transfer now--while space is available". The necessity for establishing a reputation for excellent teaching is further reinforced by a growing trend of four-year colleges both to adopt open or semi-open door admissions policies and to offer two-year associate degrees and one-year certificate programs. In addition to pressures on the transfer program, challenges to occupational programs are coming from the widespread development of postsecondary vocational-technical institutes, some of which are located directly across the street from community colleges and from proprietary schools.

   Proprietary schools? Are they still around? You may have thought the community college "boom" of the 1960's had put them out of business. Quite the contrary, proprietary schools have done quite well for some good reasons.

   -- Guaranteed placement of graduates.

   -- High quality training in a short time.

-- Flexible registration procedures. (Students don't have to wait until September to begin.)

-- Ability to respond quickly to new needs--no state curriculum committees or state governing boards. Just one example--due to the recent decision to innoculate everyone in the United States against the flu, there is the need for chick sexers, a little known profession that pays $20,000 a year. Imagine how long it would take to get that program approved for your college.

5. A new technology of instruction is now available. Unlike earlier times when our idea of innovation and instruction was alternate lecturing--better known as "team teaching"--there now exists a wider array of instructional technology and techniques to support innovation. The 8mm film loop, video cassettes, and the newer video discs, and less sophisticated innovations such as the slide projector and the audio cassette, offer new ways of increasing student learning that we have scarcely begun to tap.

DIRECTIONS FOR CHANGE

I would hazard a guess that 90 percent of you would agree with me that there is a need for change. But change to what? What should be the results of instructional change? What is the goal that we are moving toward? Let me suggest that our goal is instructional change which produces more effective instruction characterized by:

--more efficient student learning;

--reduced failure;

--lower student anxiety;

--an improved self-concept.

Now, at the risk of losing half of my audience, I want to define what I mean when I say "effective instruction". I know you've been told that it isn't possible to define good teaching. I happen to disagree. We now know a great deal about characteristics of effective instruction. To illustrate, let me share with you several characteristics of effective instruction about which most learning theorists and educational technologists would agree. Effective instruction occurs when:

1. Maximum communication and agreement exists between instructor and student about the goals and objectives of instruction.

2. Students are provided with objectives which they believe to be relevant to their needs and abilities.

3. Students are tested to ensure that they possess needed prerequisite knowledge/skills and are provided remedial education when they do not.

4. Courses are broken into well-defined, smaller learning units.

5. Mastery of the objectives of each unit at some specified level is required before students can progress to the next unit.

6. High quality learning resources/activities are provided to students to help them achieve the goals expressed in the learning objectives.

7. Students are given sufficient time to learn.

8. Students who fail to obtain mastery on the first attempt are provided alternative learning activities.

9. Students are given adequate feedback regarding their learning efforts.

10. Grades are based on performance against predetermined standards and not on the basis of competition among students.

11. Where possible, students are given an opportunity to engage in the activity they are to master.

I would make two comments about this list. First, there is little there with which any of you would disagree. Second, if that is so, why are we not practicing them? Can we in education afford to be like the modern day cattle-rancher who readily admits that he's not raising nearly as many cattle as he knows how?

IMPLICATIONS OF INSTRUCTIONAL CHANGE

Now I would like to focus attention on some of the implications for, or implications of, instructional change. Effective, lasting instructional change requires more than the acquisition of new skills by faculty. Changes are required in several other areas. At this time, I would like to share with you a list of ingredients necessary for effective instructional change which I have put together from my experiences in working with more than 3000 faculty members in more than 50 colleges.*

Administrative Attitudes and Behavior

Commitment to instructional excellence;

A guarantee of the right-to-fail;

The encouragement of an electic approach to change;

The ability to say "no" before it's too late;

*In his presentation, Dr. Hammons elaborated on many of the items on his list. However, in the interest of space, those comments are not included.

Recognition by administrators that they need training in the process of causing, facilitating, and managing change;

Visible interest in faculty efforts at instructional experimentation;

Successful efforts to secure favorable public opinion toward change;

Willingness to "buck" the system if necessary to facilitate faculty efforts.

Personal Practices

An effective faculty selection process;

A well-planned pre-service program for new faculty;

An institutionalized in-service program;

A faculty evaluation system rewarding and reinforcing instructional development and innovation;

Part-time staff development.

Support Services

Media production facilities and personnel for cassette duplicating, slide production, photography, graphics;

Duplicating services;

Secretarial assistance;

Research expertise to help evaluate experimental programs.

Institutional Climate

Good communication within the college;

Trust between faculty and administration;

Adequate provisions for participation in decision-making by faculty;

Clear institutional goals and objectives.

Policies and Procedures

Faculty fellowships for summer curriculum development;

Released time during the year;

Grading systems compatible with student-centered approaches;

Registration procedures which facilitate individualized instruction;

Flexible class scheduling;

An acceptable policy regarding property rights on instructor-developed curricular materials;

A faculty load formula which accommodates non-traditional approaches;

A "policy on exceptions" which in essence allows administration to temporarily waive existing policies and procedures for instructional experimentation;

Travel money for attendance at skill development workshops and visits to other colleges;

Professional development days so innovative faculty can provide consultative services to other colleges;

Provision for differentiated staffing.

Facilities

Independent study facilities equipped with learning carrels, tutors, and learning materials;

Establishment of a test center for use by students in individualized courses;

An instructional materials development library containing commercially prepared materials for faculty review.

FACULTY DEVELOPMENT: THE FIRST STEP IN INSTRUCTIONAL CHANGE

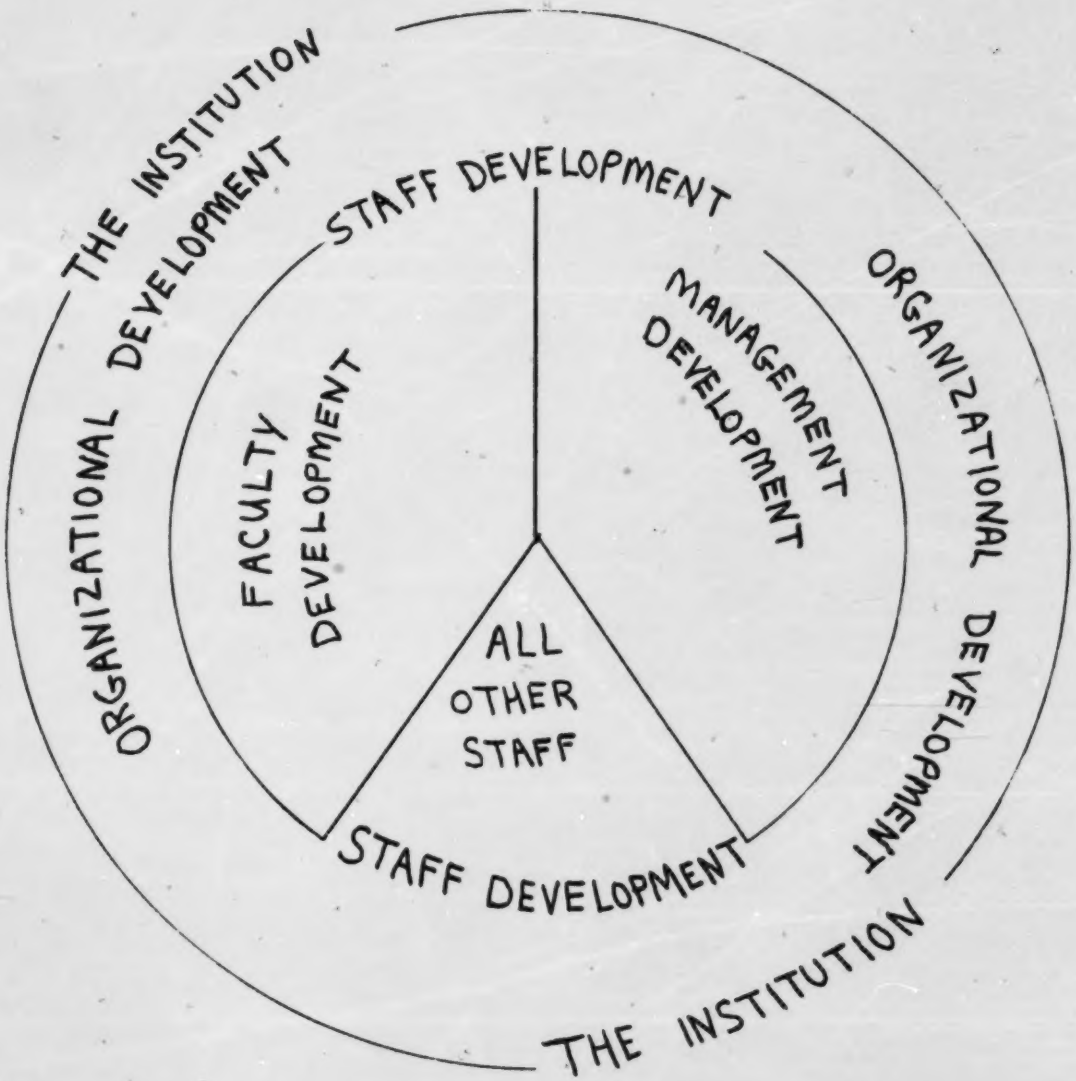
Before beginning a discussion of faculty development, I want to define some terms. At present, there are at least four terms being used which have the word "development" in their titles. They are: faculty development, management development, staff development, and organizational development. In every instance the word development can be thought of as being synonymous with improvement--improvement measured in terms of increased efficiency (doing things better) and effectiveness (doing the right things better). Thus, programs specifically aimed at improving faculty efficiency and effectiveness are called faculty development, while programs directed at those non-faculty persons whose function is to manage a college are termed management development.

In most cases, the distinction between these two is rather clear. The noticeable exception involves the department/division chairperson who may be considered as faculty, management, or both--depending on who is making the decision.

The terms faculty development and management development have been with us for some time. However, in the last five years a new term has gained prominence--staff development. It is an "umbrella" term for development programs intended for all persons who staff the college, including such diverse examples as the part-time registration clerk, the reference librarian, and the board member. Staff development includes both personal development (improvement of people--their attitudes about themselves, their jobs, their personal lives), and professional development (improvement of job-related skills, knowledge and attitudes).

The term organizational development is used to refer to other changes (here equated to mean improvement) in the organizational structure of the college, and its climate. Its use is recognition of the fact that staff development is not sufficient in itself; that changes in the organization may also be needed before the college can function effectively. In this context, organizational structure refers to such things as: the allocation of authority and responsibility; the establishment of clear goals and communication networks; the existence of effective decision-making processes and techniques for solving problems; procedures for managing and resolving conflict; and methods of assigning priorities. Organizational climate pertains to that intangible, but critically important "something" which develops as people work together--the "feeling" which pervades an organization, and which determines, among other things, the morale of the staff. It is my belief that both organizational and staff development are needed. One without the other is insufficient since nothing of lasting value will come from an effort to develop the competencies of the staff unless accompanied by an equally vigorous effort to insure that organizational structure and climate keep pace with individual development. Unfortunately, we are already able to point to institutions which have mounted strong staff development efforts but have neglected the organizational development aspects.

Conceptually, the relationships between organizational development, staff development, faculty development, and management development can be shown as follows:


THE INSTITUTION
ORGANIZATIONAL DEVELOPMENT
STAFF DEVELOPMENT
FACULTY DEVELOPMENT
MANAGEMENT DEVELOPMENT
ALL OTHER STAFF
STAFF DEVELOPMENT
ORGANIZATIONAL DEVELOPMENT
THE INSTITUTION

In the interest of time, the remainder of my remarks will be focused on faculty development. In particular, I want to address six "how to" questions:

How do you determine the content of a faculty development program?

How do you motivate faculty to participate in the program?

How do you administer the program?

How do you handle scheduling problems?

How much does a faculty development program cost?

How does administration participate, i.e., what is the role of the administration?

In large part what I have to say will be a synthesis of several articles I have written which are included on the bibliography contained in your conference materials.

Procedures for Determining the Content of a Faculty Development Program

Considerable experience has shown that programs for faculty development will fail if their authors design them according to their own personal views of reality, failing to take into account--except as mere objects of their action--the persons to whom the program is directed. Theories of adult learning, in particular those of Malcolm Knowles, support this. Knowles contends that adults learn something because they have a need to learn it, not simply because they ought to learn it. Further, unlike children who tend to be subject-centered or content-oriented in their learning tasks, the adult has a tendency to be problem-oriented when learning. This means an adult learns better those skills and that knowledge, or is receptive to value or attitude changes, that are relevant to problems faced at that moment.

Consequently, the question of what to include, or what needs improving, is best answered by asking those for whom the program is intended--the faculty. One technique which has been used quite successfully to determine content in a number of colleges is the questionnaire. I brought with me 10 or 12 representative samples that have been developed and used in community colleges.

Another effective and faster approach to determining needs is to use the nominal group technique used earlier to determine barriers to instructional change. I modify the process slightly by furnishing participants a list of possible needs taken from other questionnaires to assist them in the silent brainstorming phase.

Less favored techniques for determining needs are to rely on a committee's judgment, administrative suggestions, random faculty input, or data from regional and/or national surveys. In general, while each of these has some utility in delineating faculty development needs, none are sufficient in themselves and some could jeopardize the success of your program.

Motivating Faculty to Participate

One of the most commonly raised questions related to faculty development is,

"What are ways in which staff can be motivated to participate?"

Like learning, motivation is unique and personal to each individual and situation. Consequently, any single attempt to answering the question must necessarily be suspect. The primary task of motivating faculty members with respect to faculty development is one of causing them to elect to participate in faculty development activities rather than some other possible activity. Clearly, the question is how?

Let me answer that by listing some of the motivators used by other community colleges. You will note a strong relationship between this list and that presented earlier under "Implications of Instructional Change".

--Awarding credit toward promotion for faculty development activities;

--Insuring participants that time will be provided them to implement their newly learned skills (funded summer faculty fellowships or released time);

--Reimbursement of tuition charges for successful completion of approved courses;

--Guaranteeing faculty that necessary media and clerical support services will be provided them;

--Making participation in faculty development activities one of the criteria used in faculty evaluation;

--A publicly stated commitment by the board, the president, and the administration regarding the importance of developing and maintaining a faculty development program;

--Basing the program on the expressed needs of the faculty and involving faculty in planning, implementing, and evaluating the program;

--Provision of adequate financial support;

--Designing the faculty development program so that it is sufficiently flexible to meet differing faculty needs;

--Full participation by the chief academic officer in faculty development programs;

--Making changes in administrative policies and procedures as needed to facilitate faculty efforts at instructional change.

Administering the Program

I'm finding that colleges are handling the organization or administration of their faculty development program in a number of ways, including:

Insisting that faculty development is the job of the dean and the division/department heads. This rarely works since, while faculty

development can be postponed indefinitely, budgets, reports, etc. can't.

Appointment of a committee. Although this can be a good way to get a program started, I've generally found that committees are not very good at implementing programs.

Assigning the responsibility to a single administrator or faculty member. If the individual is given released time and if the assignment is accompanied by the appointment of an advisory committee, this can be an effective approach.

Although my particular preference is toward the appointment of a full or part-time coordinator with an advisory committee, the clear assignment of responsibility is the key.

Scheduling

I raise this question primarily to stimulate your thinking. To my knowledge, no one has found a solution to scheduling group-oriented programs which is satisfactory to students, faculty and administration. The two most often used compromises are setting aside one or two days at the beginning, end, or during each term and scheduling programs at times when the number of classes is at the minimum, or when instructor absence from class would interfere the least (beginning and middle of terms). Two days that I've found are not good are Fridays and Saturdays.

Cost

It is an odd paradox that colleges which readily budget funds for maintenance and repair of things (buildings, lawn mowers, computers, typewriters) are unwilling to budget a similar amount for maintenance of people. There is no question that without adequate funding, the chances for establishing a viable faculty development program are severely dimished. An answer to the question, "How much is adequate?" depends on the needs identified, the program goals derived from these, and the means selected to meet them. Unfortunately, only a few colleges systematically assess needs, establish goals, or consider alternative approaches to reach them. A budget from one college which did so might be of interest:

Faculty fellowships	$15,000
Short-term leaves	3,000
Tuition payments	10,000
Pre-service training of new faculty including salaries of staff	6,000
In-service training (external consultants)	3,000
Faculty travel	10,000
Released time	5,000
Portion of coordinator's salary attributed to faculty development activities	8,000
	$60,000

For a faculty of 75, $60,000 amounts to slightly less than 3 percent of instructional salaries. In a typical college with 75 faculty members, an increase of less than one student per class would pay for the faculty development program as would a decrease in freshman attrition from 33 percent to 25 percent--both of which are results which have been achieved from faculty development activities.

Normally, convincing the board of trustees and state offices to approve funds for faculty development is not easy. While these groups are very much aware of the large sums in faculty salaries, they seem not to realize the cost of turnover. In recognition of this, the sequence which several colleges have successfully used is to first determine needs and desire to participate, and then to ask for funds. Afterwards, they carefully evaluate the program and inform appropriate parties of the results.

The Role of the Administration

If faculty development is to be a responsibility of department/division heads and the dean, then they will obviously be involved in all aspects of the program. However, if that is not the case, then I would like to suggest that their role be defined as the five "F's".

Fostering -- encouraging and otherwise conveying support of the program;

Funding -- providing financial support;

Facilitating -- making scheduling accommodations, securing released time, etc.;

Frequenting -- physically attending;

Following-up -- rewarding participation.

CONCLUSION

Up to this point, I've been doing all the work. Now it's time to put you to work. To facilitate this, I've planned an exercise whereby you are given the task of designing a faculty development program for your college. Afterwards, as each college presents its plan the other colleges will evaluate the plan, using criteria contained in the simulation exercise. Let's get to work.

SAMPLE FACULTY DEVELOPMENT PLAN OF A SMALL COMMUNITY COLLEGE/RESTRICTED BUDGET

1. Who Is To Participate. Our faculty development plan is to include the twenty-six (26) full-time faculty members employed at the college. Support staff and administrators will be involved as appropriate.

2. Procedure To Determine Needs. We plan to use the Nominal Group Technique to assess needs for three groups: the Sciences Division, the Humanities Division, and Support Services.

3. Voluntary vs. Non-Voluntary. All full-time faculty should be involved in the Faculty Development Plan; however, involvement in specific activities will be on a voluntary basis.

4. Anticipated Needs. The needs of the full-time faculty at the Community College are:

   (1) Time - being a small college most of the teaching faculty have assigned responsibilities other than teaching loads. Finding time for development of new techniques is difficult without being released from some of those responsibilities.

   (2) Lack of awareness of new teaching techniques.

   (3) Lack of knowledge of characteristics of "new" students.

   (4) Lack of recognition of fact there are a "new" students.

   (5) Lack of agreement among faculty as to well-defined goals on how to serve the needs of the "new" student.

5. Intended Goals/Objectives. The two priority needs we have identified are:

   (1) To become aware of new teaching techniques.

   (2) To become knowledgeable about the characteristics of "new" students.

   Specific general objectives to achieve the above are:

   (1) Participants will be able to identify four (4) innovative instructional techniques useful with the "new" student.

   (2) Participants will determine which two (2) techniques of the above four (4) would best meet the needs of his/her students.

   (3) Participants will be able to identify cognitive styles of the students in their classes.

(4) Participants will be able to gather and utilize information about the students in his/her classes.

6. Scheduling Provisions. On-campus workshops will be scheduled during one or more of the following dates: the second week of August, the week preceding the beginning of spring semester, the third week in March (spring vacation) and the last two weeks of May. Off-campus workshops scheduled during the academic year will be attended as the opportunity arises.

7. Publicity Plans. Publicity will be handled as follows:

(1) Workshops will be listed on the college's semester calendar.

(2) Announcements will be made in the regularly scheduled monthly faculty meetings.

(3) A memo will be circulated by the director giving details and dates at least two (2) weeks prior to the workshop or activity.

8. Program Plans. The needs expressed in item number 5 above will be met by the following suggested activities:

(1) Organizing a faculty reading group to study Patricia Cross's book Accent on Learning.

(2) Inviting a consultant for a session on Cognitive Mapping.

(3) Taking a selected group of interested faculty to visit another Community College to broaden perspectives on methods to be used in meeting needs of "new" students.

(4) By participating, if selected, in the Clinic for Improvement of University Teaching process.

(5) Providing release time for three (3) faculty members to work on the development of alternate teaching strategies.

(6) By providing travel funds to enable participation in workshops.

9. Budget. A budget for the proposed developmental plan includes the following:

(1)	Books	150.00
(2)	Consultants Fees	525.00
(3)	On-site Visitation	150.00
(4)	Amherst Project	2,000.00
(5)	Release Time	1,800.00
(6)	Travel	300.00
(7)	Supplies	600.00
Total		$5,525.00

10. Time Table. The tentative time table for preparing, implementing, and evaluating the program is as follows:

    (1) Needs Assessment to be completed by December 1, 1976.

    (2) Discussion Group on Cross's book to be conducted during January and February, 1977.

    (3) On-site visitation to a nearby college set for March, 1977.

    (4) Cognitive Mapping session to be held in August, 1977.

    (5) "Clinic" Project to be conducted during spring semester, 1977.

    (6) Participate in workshop during fall semester, 1977.

    (7) Release time for development of alternate teaching strategies to be provided during spring and fall semesters, 1977.

11. Evaluation Plan. In order to evaluate the effectiveness of the total program, an appropriate evaluation instrument will be administered after each activity in the program. Following are some of the criteria to be used:

    (1) All faculty participated in at least one (1) activity.

    (2) Identification of four (4) innovative instructional techniques being started.

    (3) Faculty able to justify choice of instructional technique(s) they are using.

12. Administrative Support. Administrative support for the program will be shown by:

    (1) Provision of a budgetary commitment by funding the program.

    (2) Providing leadership by an administrator in one (1) planned activity.

    (3) Participating in at least two (2) other activities.

    (4) Preparation of a bibliography by Learning Resources Center of the current materials relevant to innovative teaching methods.

    (5) Provision of a detailed analysis and profile of the student body by the Student Personnel Services branch of the college.

    (6) Provision of necessary secretarial assistance.

13. Incentives For Participation. We can provide reinforcement of the staff for participating in the program by:

    (1) Public recognition of participation by the director.

    (2) By including successful participation in the program in Performance Review for purposes of merit raises.

14. Predicted Obstacles. Major obstacles which might prevent the program from succeeding might include:

(1) Faculty indifference towards new methods.

(2) The inability to find time free from daily duties to participate fully in the program.

(3) Improper follow-up on the part of the Faculty Development team.

SAMPLE STAFF/FACULTY DEVELOPMENT PLAN
OF A MEDIUM-SIZED COMMUNITY COLLEGE/MODEST BUDGET

Preface

The recommendations of the "INNS Planning Team" will be submitted to the Faculty and Staff Development Committee for review, modification, and final determination. In addition, the Faculty and Staff Development Committee will be charged with the responsibility of cataloging all the activities on campus which fall under the general title of Faculty/Staff Development Activities.

1. Target Groups

(1)	Faculty (Full-time)	100-130
(2)	Administration	17-19
(3)	Non-Instructional Personnel (Librarians, Counselors and other Professional)	13-15
(4)	Faculty (Part-time)	90-180
(5)	Classified Staff	70-80

2. Determining Needs. Faculty and Staff Development Committee will develop a simplified questionnaire for determining needs. Additional input will be sought from target groups.

3. Voluntary vs. Non-Voluntary -- and Incentives. The program will be strictly voluntary. Incentives for participation to include:

   (1) CEU's and Certificates

   (2) Satisfy Professional Development Activities on Division of Effort Agreement

   (3) Letters of recognition from Faculty and Staff Development Committee and from the appropriate administrator(s)

   (4) Improved instruction which should be reflected in Performance Review and in improved student learning

   (5) Mini-Sabbaticals (Title III)

   (6) Released time (Academic year plus summer)

   (7) Colleague recognition

4. Anticipated Needs of Target Groups

Full-time Faculty

(1) Community College philosophy

(2) Clarify role of faculty and re-direct activities as per Division of Effort Agreement areas

(3) System-wide division meetings

(4) Meeting needs of divisions (research, courses, programs)

(5) Explanation of budgeting

Administration

(1) Community College philosophy

(2) Short-range planning sessions

(3) Understanding needs, desires, drives of faculty

(4) Improved communication with faculty

(5) Budgeting

(6) Evaluating of faculty

Library and Student Service Personnel

(1) Community College philosophy

(2) Sharing ideas and improving communications with faculty

(3) Explain role of counseling from faculty, administration, student, and counselor points of view

(4) Explain role of librarian from faculty, administration, student, and librarian standpoint

(5) Clarification of goals and objectives of library and student services

Part-time Faculty

(1) Community College philosophy

(2) Identification with college and division programs

(3) Knowing course and academic standards

(4) Knowing all college services

Classified Staff

(1) Community College philosophy

(2) Interpersonal Relations (classified staff, students, faculty, and administration)

(3) Their role in a community college

(4) Upgrade skill levels

5. Goals, Program Plans, Scheduling, Publicity, and Tentative Costs

ACTIVITY #1 (Common to all target groups) - COMMUNITY COLLEGE PHILOSOPHY

1. Goals

   a. Reduce level of anxiety among faculty regarding worthwhileness of the community college concept

   b. Understand role of community college in historical perspective

   c. Improve faculty self-concept

   d. Improve communications among faculty from different programs

2. Outside Consultant and Panel of Students

   a. 2-day affair

   b. 2-hour sessions - need 10 sessions:

      1. Run Pilot Program and evaluate feed-back prior to the other 9 or 10 sessions

   c. Videotape and record

   d. During school hours

3. Faculty and Staff Development Committee will handle publicity orally and advertise in Faculty Bulletin.

4. Estimated Costs

10 sessions for consultants @ $100	$1,000
Expenses	1,500
Gifts for Student Panelists (50 students @ $10)	500
Refreshments	150
Miscellaneous	100
Total	$3,250

ACTIVITY #2

1. Full-time Faculty

Workshop to meet Divisional Needs, particularly in area of applying discipline-oriented research and teaching techniques. To be publicized in Faculty Bulletin and announced in Division meetings.

Goals:

a. Faculty will learn what the latest research studies show on the teaching of _____.

b. Faculty will be able to apply latest research findings in teaching of _____.

c. Faculty will be able to identify and use resource materials that contain latest research findings.

Scope:

a. 5 Divisions and Reading/Study Skills

b. 2-3 hour sessions (school time)

c. 1 Outside Consultant per Division

d. Video-tape and cassette

e. Budget

Fee 5 consultants @ $100	$ 500.00
Expenses 5 consultants @ $150	750.00
Refreshments	100.00
Follow-up/Evaluation (Consultant @ 3 days)	500.00
Total	$1,850.00

2. Administration

Workshop on Improved Communication. Announced in Staff Newsletter and in staff meetings.

Goals:

a. Help administration understand the dynamics of the communication process.

b. Review 4 basic communication skills

   i. Reading

   ii. Writing

iii. Speaking

iv. Listening

c. Communicate more freely, more openly with College community.

Scope:

a. Use expertise of Committee on Internal Communications

b. Consultant - expertise in Communication Skills - verbal and non-verbal

c. 1 day session - school hours

d. Budget

Consultant	$100.00
Expenses	150.00
Refreshments	50.00
Follow-Up/Evaluation	200.00
Total	$500.00

3. Librarians and Student Service Personnel

Workshop on exploring the role of Librarian/Student Services from the viewpoint of - Faculty, Administration, Students, Librarians, Counseling/ Student Service Personnel. To appear in Staff Newsletter.

Goals:

a. Gain understanding of variegated perspectives of role of _____.

b. Understand function of Library/Student Services in Community College setting.

c. Help in solving some system breakdown problems in areas _____.

d. Improved services in areas of _____.

e. Budget: Estimated at $800.00 total.

4. Part-time Faculty

Learning about all college services, and improve instructional techniques. To be publicized through special mailings to part-time faculty.

Goals:

a. Gain familiarity with all college services including location and personnel

b. Know the College and Division programs/curricula

c. Improved knowledge of academic standards, instructional methods and testing techniques. To be conducted in 5 sessions. Estimated total cost: $2,500.00

5. Classified Staff

Role in the Community College. Nature of Students and Interpersonal Relations

Goals:

a. Understand wants, needs, and goals of students, faculty, and administration regarding the expectations of classified staff

b. Understand role and importance of Classified Staff in operation of Community College

c. Understand the impact of the "first contact" with students and all follow-up contacts

d. To be conducted in series of 3 sessions.

Estimated total cost: $1,500.00

Total Estimated Staff/Faculty Development budget: $11,400

11. Evaluation Plan

A detailed evaluation form to be completed by all faculty and staff at the end of six-eight months in addition to shorter, more specific evaluations at the end of each activity by the participants in that activity.

12. Administrative Support

(1) Establish a Faculty/Staff Development standing committee

(2) Allocate resources and budget to programs planned by the committee

(3) Provide for scheduling (released) time for planned activities

(4) Letters of recognition to participants for their personnel files

(5) Announcements of activities in meetings, bulletins, and reports to the System Office and local Advisory Board

13. Incentives

Administrative support plus the following:

(1) CEU's

(2) Mini-grants

(3) Leaves of Absence and Sabbaticals

14. Obstacles Predicted

(1) Lack of commitment to Community College philosophy, institutional goals,program goals, and student goals.

(2) Heavy faculty load (teaching and other responsibilities) allowing little time for faculty/staff development activities

(3) Lack of adequate funds

(4) Lack of faculty/staff motivation to participate

EVALUATION

Each workshop was evaluated through use of an instrument consisting of a list of 29 opinion statements. The evaluation form was designed to obtain data on five different aspects of the workshop: 1) clarity of rationale and objectives; 2) clarity and relevance of content (materials); 3) structure; 4) workshop leader(s) effectiveness; and 5) effectiveness and future impact of the workshop.

Items on the questionnaire related to each of these areas were included in scrambled, random fashion. The key is shown below:

KEY TO EVALUATION QUESTIONNAIRE

Aspect of Workshop	Related to Item No.
I. Clarity of Rationale and Objectives of Workshop	1, 2, 12, 16, 23
II. Clarity and Relevance of the Content of the Workshop	5, 10, 24, 26, 28
III. Structure of the Workshop	3, 6, 9, 11, 15, 20, 21, 27, 29
IV. Workshop Leader(s) Effectiveness	4, 7, 13, 18, 25
V. Effectiveness and Future Impact of the Workshop	8, 14, 17, 19, 22

The instructions for completing items numbers 1-29 on the questionnaire asked the participants to respond to the statements using the following scale:

NA - Not Applicable
1 - Strongly Disagree
2 - Disagree
3 - Neutral
4 - Agree
5 - Strongly Agree

WORKSHOP EVALUATION: COMPOSITE TABLE

WORKSHOP AT KENLAKE

	Aspects of Workshops	1	2	3	4	5	NA	Mean
I.	Clarity of Rationale and Objectives of Workshop	1	25	23	51	30	1	3.65
II.	Clarity and Relevance of the Content of Workshop Materials	3	15	38	63	43	2	3.79
III.	Structure of the Workshop	3	48	79	178	75	2	3.72
IV.	Workshop Leader(s) Effectiveness	0	16	33	64	49	2	3.90
V.	Effectiveness and Future Impact of the Workshop	2	23	51	32	32	4	3.49
	TOTALS	9	127	224	388	229	11	3.72

WORKSHOP AT SHAKERTOWN

	Aspects of Workshops	1	2	3	4	5	NA	Mean
I.	Clarity of Rationale and Objectives of the Workshop	2	12	22	66	58	1	4.04
II.	Clarity and Relevance of the Content of the Workshop Materials	1	5	23	105	64		4.14
III.	Structure of the Workshop	5	17	66	279	104	1	3.97
IV.	Workshop Leader(s) Effectiveness	1	4	23	99	71	1	4.17
V.	Effectiveness and Future Impact of the Workshop	3	10	25	83	166	7	4.29
	TOTALS	12	48	159	632	463	10	4.13

This part of the report was completed by Pauline Klein who also supplied all other secretarial needs of the workshop.

UNSOLICITED IMPRESSIONS OF THE WORKSHOPS

"The initiation of constructive dialogue among a group of people who have not been together previously for this purpose has value."

"The feeling of solidarity in facing the knotty problem of convincing faculty and staff that they are a valuable resource and the reassurances of solid help."

"Enjoyable and productive -- interaction was good."

"I feel more confident about a faculty-staff development plan to meet the needs of students at our college."

"I feel frustrated because I know what to do -- but can't get it done."

"The problem-solving technique (NGT) was very effective and should be utilized by faculties more often."

"Since I also teach, I dislike missing two consecutive classes. Would have preferred a time which did not conflict with teaching assignments."

"Too much listening; not enough discussion and informal interaction between groups."

"Too much rhetoric from the unrealistic and sometimes invalid world of those educated in education."

"Informative? yes; beneficial? will be determined by putting ideological principles into practical use."

"I profited a great deal from both the planned and unplanned interaction with other participants."

"Enjoyed the group work -- it brought us closer together, a relationship that is badly needed among educators."

"Better late than never -- the new student deserves much more attention than he has received."

APPENDIX

Acknowledgments

The consultants for the workshops were persons with national reputations and who are regarded as scholars in their respective areas of education. More importanly, however, they brought to the participants very extensive backgrounds of experience related to the workshop objectives.

As each workshop reached its conclusion, the participants expressed regrets that the exercise could not extend for a week with the consultants present for additional assistance and direction.

We extend our most sincere gratitude to the following:

Dr. Johnnie Ruth Clarke
Associate Dean of Instruction
St. Petersburg Junior College
St. Petersburg, Florida

Dr. James O. Hammons
Professor of Higher Education
University of Arkansas at Fayetteville
Fayetteville, Arkansas

Dr. John T. Smith
Vice President for Minority Affairs
University of Kentucky
Lexington, Kentucky

Also to be acknowledged for her tremendous contribution to the workshops as chairperson of the planning committees and coordinator of the program is Sharon Jaggard, Coordinator of Faculty and Instructional Development for the Community College System of the University of Kentucky.

A feature of all IHEO-sponsored workshops is that planning is the privilege and responsibility of those who are to attend and hopefully benefit from the activity. The following thirteen persons volunteered their time to assure their co-workers a valuable experience at the Kenlake and Shakertown workshops:

Madonna Combs, Nursing, Prestonsburg Community College

Opal Conley, Biological Sciences Division, Ashland Community College

Ed Curtis, Mathematics, Maysville Community College

John Douglass, English, Somerset Community College

Ernest Edwards, Social Sciences, Jefferson Community College

Lexis Higgins, Mid Management, Hopkinsville Community College

Bob Hill, English, Elizabethtown Community College

Fran Morris, Medical Lab Technology, Southeast Community College

Sara Penry, Mathematics, Paducah Community College

Tom Pinkerton, Chemistry, Hazard Community College

Robert Rogido, Chemistry, Madisonville Community College

Patsy Stice, Business Division, Lexington Technical Institute

Dorothy Tapp, Biological Sciences Division, Henderson Community College

INNS - A Brief Bibliography

"Instructional Needs of the New Student"

Barthlow, Robert L. "Don't Overlook Classified Staff." Community and Junior College Journal, 44 (November, 1973), 34.

Bender, Louis W., and Hammons, James O. "Adjunct Faculty: Forgotten and Neglected." Community and Junior College Journal, 43 (October, 1972), 20-22.

Chickering, Arthur W., Commuting Versus Resident Students, Jossey-Bass Publishers, Washington, D. C., 1974.

Clarke, Johnnie Ruth, Committment to the Nontraditional Student, Topical Paper No. 51, (Los Angeles: ERIC Clearinghouse, June 1975).

Clarke, Johnnie Ruth, "The Special Client", New Directions for Community Colleges. (San Francisco: Jossey-Bass, Inc., November 1976).

Claxton, Charles S., Community College Staff Development: Basic Issues in Planning. (Atlanta, Southern Regional Education Board, 1976).

Cohen, Arthur M. (ed.), "Toward a Professional Faculty," New Directions for Community Colleges. (San Francisco: Jossey-Bass, Inc., Spring, 1973).

Doty, Charles R. and Ronald Gepner (Eds) Post-Secondary Personnel Development, Vols. 1 and 2. Proceedings of a national conference in St. Louis, Missouri, January, 1976. Trenton, New Jersey: State of New Jersey, Department of Education, Division of Vocational Education, June, 1976.

Dressel, Paul L., Handbook of Academic Evaluation, (San Francisco: Jossey-Bass, Inc., 1976.

Faculty Development in a Time of Retrenchment. New Rochell, N. Y.: The Group for Human Development in Higher Education, 1974.

Garrison, Roger, Junior College Faculty: Issues and Problems. (Washington, D. C.: American Association of Junior Colleges, 1967).

Glasser, W., The Identity Society. (New York: Harper and Row, 1972).

Hammons, James O., ed. Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974. University Park, Pennsylvania: The Center for the Study of Higher Education, The Pennsylvania State University, 1975.

Hammons, James O. and Wallace, Terry H. "Planning for Staff Development." Community College Frontiers, 3 (Spring, 1974), 38-43.

Hammons, James O. "Suggestions Concerning Institutional Training of New Faculty." Community College Review, I, 2, (July-August, 1973), 49-60.

Hammons, James O. "How Effective Are Short-Term Workshops?" Audio-Visual Instruction, XX, (December, 1975), 26.

Hammons, James O. "Some Observations on Faculty Development Programs." Audio-Visual Instruction, XXI, 9, (to be published November, 1976).

Johnston, W. E., Jr., and Scales, Eldridge E., Counseling the Disadvantaged, Selected Academic Readings, SACS.

Lefforge, Orland S., Inservice Training as an Instrument for Change. (Gainesville, Florida: University of Florida Institute of Higher Education, 1971).

Mink, Oscar G. and Rueche, John E., Counseling for Internality. (Austin: University of Texas, n. d.).

Monroe, C. R., Profile of the Community College. (San Francisco: Jossey-Bass, Inc., 1970).

Moore, W., Jr., Against the Odds: The High Risk Student in the Community College. San Francisco: Jossey-Bass, Inc., 1970.

Roueche, J. E., and Kirk, R. W., Catching Up: Remedial Education. (San Francisco: Jossey-Bass, Inc., 1973).

Roueche, John E., "Creating an Environment for Learning." Community and Junior College Journal, Vol. 46 (March, 1976).

Yarrington, Roger (ed.), "1973 Assembly Report," Educational Opportunity for All. New Staff for New Students. Report of the 1973 Assembly of the American Association of Community and Junior Colleges. (Washington, D. C.: AACJC, 1974).

ERIC DOCUMENT (ED) numbers and *CIJE* (EJ) numbers are presented, whenever possible, to expedite the retrieval of information, especially of items not easily obtainable from other sources.

Atwell, Charles A. and Sullins, Robert W. "Cooperative Faculty Development." *Community and Junior College Journal* 44 (November 1973): 32-33.

Identifies "the cooperative effort, on an *equal partner basis*, between the community college and the graduate training institution as a commonly lacking element in faculty development. Reviews a model of successful cooperation between two such institutions, New River Community College, in southwestern Virginia, and Virginia Polytechnic Institute and State University.

Barthlow, Robert L. "Don't Overlook Classified Staff." *Community and Junior College Journal* 44 (November 1973): 34.

Stresses need for ongoing staff development program for administrators and classified staff, suggesting rationales and workshop topics.

Beaudoin, Adrien P. "A State Plan for Staff Development." *Community College Frontiers* 2 (Winter 1974): 28-30.

Notes need for state leadership in "initiating and implementing well-financed staff development programs." Working from the Florida model, he suggests and discusses three major considerations in creating a statewide plan: the development of enabling legislation, the organization of specific task forces to formulate general state requirements for staff development plans, and the establishment of a framework enabling each college to begin a program designed to meet its particular mission.

Bender, Louis W. and Hammons, James O. "Adjunct Faculty: Forgotten and Neglected." *Community and Junior College Journal* 43 (October 1972): 20-22.

Notes the significance and advantages of adjunct faculty to the community-junior college and stresses their need for orientation and in-service education.

Berbert, D. G. "Urban Diary: Kansas City." *Junior College Journal* 41 (May 1971): 18-22.

Describes a one-week sensitivity-type seminar in Kansas City to develop a greater awareness and empathic feeling in faculty members, chiefly white, about the environments; attitudes; and social and economic problems of students from different racial, ethnic, and counter-culture minority groups. Details on activities and faculty response.

Bessent, E. W. and others. *Designs for In-Service Education.* Austin, Texas: University of Texas Press, 1967. (ED 011 591)

Focuses on in-service education for instructional improvement and reviews three approaches the practitioner may use to reach this goal: the laboratory approach, the

classroom experience model, and the teaching demonstration model. Although the target audience of this monograph is the public school administrator, many of its observations may be applicable to planning community college in-service education programs.

Bogart, Quentin, ed. *Proceedings: The Third Junior College Conference, April 15-16, 1971, Arizona State University.* Tempe: Arizona State University Bureau of Educational Research and Services, 1971. (ED 065 125)

Central conference concerns were the forecasting of instructional needs, the types of preservice training programs required to meet those needs, and the selection of desirable instructional competencies. Win Kelley's paper ("The Competent Community-Junior College Teacher") defining competencies, skills, and attitudes for effective community college teaching may be as applicable in determining in-service needs as it is in targeting preservice goals.

Bushnell, David S. *Organizing for Change: New Priorities for Community Colleges.* New York: McGraw-Hill, 1973.

"By tapping the views of trustees, community leaders, faculty members, key administrators, and students; by assessing current population and economic trends; and by drawing upon other research efforts," the authors "hoped to identify and analyze forces influencing the future direction of community and junior colleges." Discrepancies between desired goals and present reality are delineated and strategies for "systematically achieving greater harmony between goals and current practices" are suggested.

Chan, Betty. "Branching Out: The Staff Development Program at Parkland College." *Community College Frontiers* 2 (Winter 1974): 21-25.

Describes a carefully structured staff development model that originated in faculty interests and desires and is administered by faculty. Reviews the inception of the program, its philosophy, structure, content, and evaluation. Stresses instructional growth, not deficiency; individual responsibility for staff development, not administrative fiat; voluntary participation, program flexibility, and nonpunitive evaluation, instead of the opposite. Notes plans to include part-time and classified staff in second year of operation.

Chavez, Jose. *Summary of Results: Staff Development Survey.* Washington, D.C.: American Association of Community and Junior Colleges, 1973.

This survey is a continuation of AACJC's attempt, which began with its survey of community and junior college administrators in 1969, to determine the staff development needs of community and junior colleges nationally. The present survey sought up-to-date information about the staff development needs of community and junior colleges, about their current in-service programs, and about the role that AACJC should play in providing further assistance to meet staff development needs. Chiefly intended as an information-gathering effort, rather than one that would lead to an in-depth study. Results from 697 institutions.

Chronister, Jay L. *In-service Training for Two-Year College Faculty and Staff: The Role of the Graduate Institution.* Charlottesville: University of Virginia Press, 1970. (ED 044 093)

Briefly examines important philosophical, curricular, procedural, resource, and instructional problems and considerations that must be taken into account when the two-year college requires cooperation of graduate institutions in in-service programs.

Cohen, Arthur. "Towards A Professional Faculty." *New Directions for Community Colleges* 1 (Spring 1973): 101-17.

Examines the current status of community college teaching and suggests further professionalization, not along traditional departmental lines, but around the discipline of instruction.

Colman, Clyde Herbert. "Organization and Administration of an In-Service Program for Public Junior Colleges." Doctoral dissertation, University of Nebraska, 1968. Ann Arbor: University Microfilms (Order No. 69-9619).

This research aimed to identify a number of common criteria and procedures utilized by selected public junior colleges for organization and administration of in-service training programs for teachers. Includes a pilot study of eight junior colleges in Kansas, Nebraska, and Iowa and a national survey of public junior colleges. Discovered inadequate programs, poor funding, and weak support; made recommendations for overcoming these problems.

"Community College Faculty Development." A brief prepared for the AACJC 1973 Assembly, "New Staff for New Students," November 29-December 1, 1973. Mimeographed. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1973.

An annotated bibliography compiled for the 1973 AACJC Assembly on Staff Development. Covers selected items related to teacher preparation programs and preservice and in-service education. Emphasizes special and different types of programs that have been proposed or are in preparation. Can be used as a supplement to the present bibliography.

Connors State College. *Program to Train Instructors of Ten Junior Colleges in the Ozark Economic Development Region.* Warner, Oklahoma, 1972. (ED 069 616)

Reviews an in-service program to train instructors in program objectives and educational needs. Notes on participants, activities, and evaluation.

Cray, John E. "How Do You Feel About In-Service Education?" *Community and Junior College Journal* 44 (November 1973): 28-29.

Report on a study made in April-May 1973 in 13 public community colleges in the state of Washington to assess the number of faculty who participated in in-service training, the types of training in which they were involved, and the attitudes of those faculty members toward different types of in-service programs.

Dean, Kenny S. "In-Service Workshop for Community College Teachers." *Community College Frontiers* 2 (Winter 1974): 26-27.

Discusses an attempt to improve instructional skills at Paducah Community College (Kentucky) through a two-week, voluntary in-service seminar-workshop in cooperation with Murray State University. Describes basic commitments of participants, the seminar-workshop format, its components and results. Suggests guidelines for continuous seminar-workshops at other institutions.

DeNevi, D. "Retreading Teachers the Hard Way." *Junior College Journal* 40 (April 1970): 6-9.

Describes a summer institute for community college teachers of the disadvantaged. The program sought to develop a greater sensitivity in the participants to the educational and human needs of the disadvantaged by establishing a one-to-one working relationship with youth of the inner city.

Devore, Paul W. *Variables Affecting Change in In-Service Education, Final Report.* Morgantown: West Virginia University, 1971. (ED 070 764)

Attempts to identify variables affecting change through in-service education. Discussion centers on elementary and secondary education, but many observations pertain to the junior college situation. Essentially a review of the literature over a twenty-year period. Finds case studies on strategies of change and the change process in bureaucratic structures applicable and valuable in supplying substantive observations that are lacking in educational research.

Faculty Development in a Time of Retrenchment. New Rochelle, N. Y.: The Group for Human Development in Higher Education, 1974.

A major work dealing with the effects on staff development of one of the major trends of the mid-1970s. Chiefly oriented to the university and four-year college situations, although some of its observations may be applicable to community colleges. Discusses the increased need for faculty development due to the effects of retrenchment, the kinds of reform required, teacher training, possible in-service programs, the role of experts and consultants, evaluation, national resources, and intellectual mobility as opposed to faculty mobility. Makes key strategy recommendations.

Faculty Development in the Junior College: A Second Interim Report on the Program with Developing Institutions of the Year 1969-1970. Washington, D.C.: AAJC Program with Developing Institutions, 1970. (ED 052 773)

Describes and evaluates the second year's work of the AAJC Program with Developing Institutions (the second year stressed faculty development and instructional improvement). Details are given on the program, its history, innovations, and progress.

Fletcher, Leon. "Take to the Road, Teacher!" *Junior College Journal* 37 (October 1966): 19-21.

Describes a Monterey Peninsula College Faculty Travel Seminar funded by the Ford Foundation to gather information on coordinated preoccupational programs and to

observe distinctive instructional programs functioning "in the flesh." Discusses design, participants, program observations, and benefits.

Garrison, Roger. *Junior College Faculty: Issues and Problems.* Washington, D.C.: American Association of Junior Colleges, 1967.

Section reviewing faculty attitudes on the subject of "Professional Refreshment and Upgrading" (pp. 38-46) relates to staff development.

_____. "1969 Seminar for Great Teachers; Preliminary Report on a National Experiment." *Junior College Journal* 40 (November 1969): 7-9.

Reports on participants, program, aims, and results of the first AAJC National Seminar for Great Teachers, a model for later regional and local seminars.

Gilley, J. W. and Tollefson, T. A. *Products and Productivity: A Perspective on Learning.* Durham, N. C.: National Laboratory for Higher Education, 1972. (ED 069 268)

Reports on an in-service education program to train instructors in the "systems" approach to instruction at Wytheville Community College.

Gleazer, Edmund J., Jr. "Beyond the Open Door, the Open College." *Community and Junior College Journal* 45 (August-September 1974): 6-12.

Promotes a concept of the community college with more "emphasis on 'community' than 'college.' " Stresses the full import of the claim that the two-year institution should be devoted to "community-based, performance-oriented postsecondary education." Views staff development permanently important in preparing staff to meet the new demands of a true community-based institution. It sets the establishment of "a delivery vehicle for meeting the staff/institutional development demands in our field which is capable of operating without third-party financing by the end of the decade" as one of the major objectives of the community college movement.

_____. "Faculty Development Project." *Junior College Journal* 38 (April 1968): 7.

Outlines the AAJC's rapidly expanding Faculty Development Project initiated in early 1968 following the passage of the Education Professions Development Act and the receipt of a significant grant from the Carnegie Corporation.

Goodrich, Andrew L. "The Now Faculty and the New Student." *Junior College Journal* 41 (May 1971): 26-29.

Approaches the problem of meeting the needs of the "new students," especially ones from ethnic and racial minorities, through training faculty to a working awareness and new respect for different educational and cultural backgrounds. Lists problems and concerns, discusses minority awareness workshops sponsored by AACJC, and outlines the nature and value of inreach and outreach programs.

Hammons, James O., ed. *Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974.* University Park, Pennsylvania: The Center for the Study of Higher Education, The Pennsylvania State University, 1975.

Contents include important practical observations by Walter Hunter on "Determining Staff Development Needs"; James O. Hammons and Terry H. Wallace on "Questions and Issues in Planning Staff Development Programs"; William Toombs on "Techniques for Evaluating Staff Development Programs"; and Harlan Douglas on "The Use of Consultants." Descriptions of successful staff development programs at Burlington County College (NJ), Central Piedmont Community College (NC), and Lake City Community College (Fla.) are included along with the results of simulation exercises in designing staff development programs.

Hammons, James O. and Wallace, Terry H. "Planning for Staff Development." *Community College Frontiers* 3 (Spring 1974): 38-43).

Raises some major practical questions and issues which should be considered by personnel responsible for staff development prior to initiating faculty in-service programs. The questions and issues addressed include responsibility for planning, identification of staff development needs, staff participation, program flexibility, scheduling, instructional techniques, funding, and support.

Hardner, R. J. and Pratton, D. L. "Curriculum Reform Through Behavioral Objectives: Report of an In-Service Project at Columbia Basin College." *Junior College Journal* 41 (October 1970): 12-16.

Describes the goals, methodology, results, and recommendations of the in-service program of Columbia Basin Community College, a program which aimed to reform the college's curriculum through the implementation of behavioral objectives.

Hodgkinson, Harold L. "Adult Development: Implications for Faculty and Administrators." *Educational Record* 55 (Fall 1974): 263-74.

Attempts to apply recent thinking on adult developmental patterns to faculty and administrators. Important considerations for understanding and motivating faculty and administrative response to, and participation in, staff development programs.

Hunter, Jairy C. "Another Approach to Staff Development: Employees Can Be Students, Too, With In-Service Training." *College and University Business* 56 (February 1974): 35. (EJ-091-410)

Briefly reports on Appalachian State University's model in-service training program for classified staff designed to improve staff morale, human relations, and job efficiency at all levels. The origin of the program, its rationale, coordination, and curriculums are discussed.

In-Service Training for Administrators, Faculty, and Students of a Developing Community College: Director's Evaluation. Estherville: Iowa Lakes Community College, 1971. (ED 070 761)

Reports on an in-service program for administrators, faculty, and students which stressed innovations in teaching methods and a study of technical media.

In-Service Training for Two-Year College Faculty and Staff: A Survey of Junior and Community College Administrators. Washington, D.C.: American Association of Junior Colleges, 1969. (ED 034 519)

Constitutes the first major national AAJC survey that provided information on continuing or refresher studies related to the work of current faculty and staff at American community colleges. Delineated major areas of training demands, reviewed the supply of available training to meet those demands, and exposed significant deficiencies in the in-service training supply picture.

Instructional Development: Summary Report. Palatine, Illinois: William Rainey Harper College, 1973. (ED 089 653)

Describes the Instructional Development Project at William Rainey Harper College from 1970 to 1973, noting objectives, participants, cost, results, and recommendations.

Kastner, Harold H. "A System-Wide Approach." *Community and Junior College Journal* 44 (November 1973): 14-15.

Review of the model Florida Staff and Program Development effort (which allocated 3 percent of the state's community college appropriation to staff development) after six years of operation. Makes state level recommendations about its mechanics.

Kilpatrick, Gordon. *In-Service Education with Recommendations Concerning Its Implementation in American Junior Colleges.* El Camino, Calif.: El Camino College, 1967. (ED 020 721)

Categorizes in-service education by goals; examines various techniques to meet those goals; and discusses barriers to, and supplies recommendations for, establishing a program of in-service education. Suggests a change in focus for in-service education, from the elimination of preservice deficiencies to growth problems facing faculty on the job.

Koile, Earl A. and Gallessich, June. "A New Edge on Education: The Dallas Human Relations Lab." *Junior College Journal* 41 (March 1971): 31-37.

Describes in detail the experience of El Centro Community College in the Dallas Community-Junior College district with human relations laboratories. Discusses the design of the program, its content, results, and evaluation.

Lefforge, O. S. *In-Service Training as an Instrument for Change.* Gainesville: University of Florida Institute of Higher Education, 1971. (ED 055 577)

Presents a plan for community college instructional improvement utilizing in-service education as the instrument of change. Stresses the need to evaluate the results of in-service education in increasing student learning against the input into the program. A major contribution of the work is its list of performance objectives for in-service programs.

Martorana, S. V. and others. "Toward Improving the Learning Process." *Community and Junior College Journal* 44 (August 1973): 56-57.

Describes a statewide model for improving instruction developed by New York with EDPA assistance. Promoting increased opportunities for two-year college faculty in-service education is an integral part of the program.

"Microteaching: In-Service Training for Adult Educators." *Adult Leadership* 22 (November 1973): 179-81. (EJ 085 629)

Describes a teacher training and in-service education technique for providing a series of structured, critiqued training sessions in a short period of time. Outlines its utilization and evaluation at a secondary school adult education staff development conference in Massachusetts. Applicable to community college staff development efforts.

Miller, Bob W. "Graduate Career Development Center for Community College Personnel." *Audiovisual Instruction* 19 (January 1974): 21.

Briefly describes a program developed by the Tarrant County Junior College District and the Dallas Community College District for their staffs, whereby personnel can receive graduate training from any one of seven universities with minimal time spent in residence.

Nelson, James H. "Collective Bargaining: An Instrument for Staff Development." *Community and Junior College Journal* 43 (October 1972): 27.

Calls attention to collective bargaining as a potentially significant instrument for staff development. Advocates a shift in agreements from activities which are *supposed* to result in professional growth to behavioral changes or competencies acceptable as *evidence* of such growth.

Norell, Kathleen. "A 'Total Effect' Workshop: Resources and Results." *College English* 35 (November 1973): 190-93.

Describes one faculty member's positive reactions to a Total Effect Workshop stressing awareness of the total environment in which effective, real learning occurs. Suggests the value of matching a workshop's form to its content, of learning by doing.

O'Banion, Terry. "Patterns of Staff Development." *New Directions for Community Colleges* 1 (Spring 1973): 9-29.

Discusses criteria for improved preservice and in-service programs to assure the quality of community college instruction. The university and the two-year college role in

improvement, the place of teaching degrees, federal and state support, and types of in-service programs are discussed. In effect, a general summary of *Teachers for Tomorrow.*

_____. "Staff Development for Student Development." *Community College Frontiers* 2 (Winter 1974): 12-20.

Adapted from an address at The International Institute on The Community College at Sarnia, Ontario, June, 1973. Discusses assumptions underlying the declared need for staff development, the inadequacy of present in-service programs, serious misconceptions about and misuses of staff development, and some "fragments of a conceptual model" for a staff renewal program. The latter articulates important points for a philosophy of staff development, balancing individual and institutional needs, leadership, and financing. An important supplement to *Teachers for Tomorrow.*

_____. "Teachers for Tomorrow: One Year Later." *Community and Junior College Journal* 44 (November 1973): 10-11.

Highlights important staff development events that have followed the publication of O'Banion's distinguished study, *Teachers for Tomorrow: Staff Development Programs in the Community-Junior College.* Reviews legislative developments on the state and national level, a focus on in-service education by old and new community college journals, the growth of in-service programs on local campuses, and new developments in the area of graduate preservice and in-service education.

_____. *Teachers for Tomorrow: Staff Development in the Community-Junior College.* Tucson: University of Arizona Press, 1972.

A landmark in the field of staff development prepared for the President's Advisory Council for Educational Professions Development. Reviews the major current efforts in preservice and in-service program planning and recommends programs designed to meet the various needs of staff, with emphasis on the instructor, the one with critical needs. Programs described require little modification to fit the needs of independent junior colleges and technical institutes.

Petty, Gary Frank. "A Practical Look at Management Personnel Development." *Community and Junior College Journal* 45 (August-September 1974): 16-18.

Underlines need for a "systematic, institution-wide effort to foster individual growth for all managers as decision-making practitioners at increasingly higher levels of responsibility." Presents the rationale and objectives and proposes a systems approach for a community college management development program.

Samlin, J. R. "In-Service Education in American Public Junior Colleges." Doctoral dissertation, Illinois State University, 1967. Ann Arbor, Mich.: University Microfilms (Order No. 68-403).

Survey of 403 public community colleges to determine scope of in-service education efforts. Discovered serious deficiencies.

Schafer, M. I. *The Student Role of Teachers: Faculty Development in the Community College.* Gainesville: University of Florida Institute of Higher Education, 1970. (ED 043 333)

Experts in the junior college in-service field suggest methods for in-service faculty improvement and list significant barriers to effective training.

Schultz, Raymond E. "Low Turnover Creates Staff Development Problems." *Community College Review* 1 (April 1973): 22-28.

Sees the stabilization of community college staffs, after a decade of rapid expansion, changing the focus of staff development from orienting new personnel to keeping staff professionally vital. Presents guidelines for effective staff development and suggestions for implementing activities in the face of low turnover problems.

Schwilck, Gene I. and Martin, Warren Bryan. "Danforth's Community College Institute." *New Directions for Community Colleges* 1 (Spring 1973): 31-39.

Describes the model Danforth Foundation Community College Institute designed to give college representatives (faculty and administrators) time, resources, and encouragement to solve a targeted campus problem. Notes problems faced by community colleges, the foundation's response to these problems, its workshop procedures, the participants' reports and plans for action, the follow-up and evaluation, and suggestions for other institutes.

Singer, Derek S. "Do We Need a Community College Institute?" *Junior College Journal* 39 (October 1968): 36-40.

Suggests the establishment of one or more graduate institutions for the preparation of new, and the refreshment of veteran, community-junior college instructors and administrators, to redress the lack of responsiveness of present colleges and universities to the requirements of two-year institutions. Lists emphases for a first-rate program, suggests subsidiary functions, and notes problems facing such an institute.

"Some Perspectives on Staff Development." *Community and Junior College Journal* 43 (October 1972): 14-19.

Composed of a number of thumbnail sketches of staff development problems and programs. Contents include: "E.P.D.A. at a Community College," David M. Sims and Glen I. Bounds; "Priorities for Training Minority Staff," Howard Simmons; "Orienting Staff to College Goals," Virginia Keehan; "Training on the Multi-College District," R. Jay LeCroy; "Knowing the Student and the College," Wallace F. Cohen; "Training on a Junior College Campus," Peter D. Pelham; and "E.P.D.A. at the University of Iowa," Duane D. Anderson.

Tiemann, E. F. *Director's Evaluation Report. Higher Education Media Institute, the University of Texas at Austin. June 2-July 11, 1969.* Austin: University of Texas, Visual Instruction Bureau, 1969. (ED 068 003)

Report on an institute for junior college and lower-division senior college teachers and administrators covering learning theories, graphics, media production, and instruction systems facilities design.

Urban Education Institute. Director's Report, 1970–71. Pasadena, Calif.: Pasadena City College, 1971. (ED 077 912)

Report on the Urban Education Institute designed to provide part-time in-service education for community college personnel with the objectives of making them more aware and responsive to the needs of students from deprived backgrounds.

Wallace, Terry H. *The Literature of Staff Development: Emphases and Shortcomings.* Los Angeles: ERIC Clearinghouse for Junior Colleges, 1974. (ED 094 822)

An in-depth critical analysis of the trends of research in staff development. Describes the major strengths and delineates significant gaps of the literature. The latter include the need for more data on in-service needs, on successful statewide and campus-wide models for staff development, and new solutions to funding problems.

Wetzler, Wilson. "A Breakthrough for Faculty and Program Development." *Junior College Journal* 40 (June-July 1970): 13-15.

Reports on early progress in faculty and program development in Florida, after the passage of legislation to assign 3 percent of the total community college budget to those purposes. Presents the philosophy, outline, and procedures for implementing a development plan that evolved out of a conference of the Florida Association of Junior Colleges to give substantive direction for profitable use of the funds.

Wilson, Richard E. *Anatomy of a Workshop for In-Service Education Personnel.* Mimeographed. Washington, D.C.: New Institutions Project of the American Association of Community and Junior Colleges, [n.d.].

Summarizes the substance of an AAJC New Institutions Project Workshop for In-service Education Personnel dealing with the development, trends, and status of community colleges; the facilitation of student learning; the process of effecting change as the purpose of in-service education programs; techniques usable in the presentation of in-service programs; the relationship of in-service programs to the objectives and functions of community colleges; the development of a model in-service program; and the evaluation of in-service programs.

_____. "Staff Development: An Urgent Priority." *Community and Junior College Journal* 43 (June-July 1973): 68-69.

Chiefly concerned with staff confusion and serious disagreements over the goals and purposes of the community college. Views comprehensive, continuing staff development as the solution of those crippling differences of opinion. Suggests AACJC can provide significant assistance in making in-service education a better and more common practice.

Yarrington, Roger, ed. *Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges.* Washington, D.C.: American Association of Community and Junior Colleges, 1974.

Contains addresses by leaders in the field of in-service education considering present staff development issues, problems, programs, and progress. Contents include "A Futuristic Look at Training," William A. McClelland and David S. Bushnell; "Staff Development: A Priority on Persons," Terry O'Banion; "Governmental Actions Affecting Staff Development," Louis W. Bender; "College Environment as a Determinant in Staff Development," Charles C. Collins; "Differentiating Staffing Patterns and Potentials," Ervin Harlacher and Eleanor Roberts; "Work Experience as a Means of Preparation and Renewal," Arden L. Pratt; "Staff Development: A New Promise to the New Student," Connie Sutton; "Staffing to Meet the Needs of Spanish-Speaking Students," Alfredo G. de los Santos, Jr.; "Native American Staff: A Prerequisite to Successful Indian Education," P. E. Azure; "Developing Special Teaching Degrees," Arthur M. Eastman; and "A Role for the Discipline Organizations," Michael F. Shugrue.

_____. "Facing the Critical Issues." *Community and Junior College Journal* 44 (November 1973): 8-9.

Review of some of the major issues facing staff development. Stresses the need for more agreement on what it is, who it is for, who should do what, how it should be done, and who should pay for it.

Zion, Carol and Sutton, Connie. "Integrated In-Service Development." *New Directions for Community Colleges* 1 (Spring 1973): 41-51.

Description by its coordinators of Miami-Dade North's innovative approach to continual professional growth for its entire staff. Details on program assumptions, evolution, organization, offerings, administrative leadership, and results.

Roster of INNS Participants

WESTERN WORKSHOP

Kenlake State Park, October 4-6, 1976

Elizabethtown Community College

Phyllis Brandenburg, Chairperson, Division of Social Sciences
Jean Dudgeon, Chairperson, Division of Fine Arts and Humanities
Bob Hill, Assoc. Professor, English (Coordinator of Staff Development)
Linda Holbert, Acting Chairperson, Natural Sciences and Related Tech.
George Luster, Assistant Director of Academic Affairs
James Owen, Director
Ann Cowan, Career Counselor
Maurice Utley, Coordinator of Academic Support Services

Hopkinsville Community College

Lexis Higgins, Instructor, Mid-Management
Bernell Larkin, Counselor
Brooks Major, Coordinator, Academic Affairs
Jay Radom, Instructor, Law Enforcement
Thomas Riley, Director
Ben Self, Chairperson, Division of Humanities, Fine Arts and Related Tech.
Frances Thomas, Associate Professor, English

Jefferson Community College

Damian Barthle, Instructor, History
Martin Brown, Chairperson, Division of Natural Sciences and Related Tech.
Jackie Davis-Patterson, Counselor
Ernest Edwards, Assistant Professor, Social Sciences (Coordinator, Instructional Dev.)
Ronald J. Horvath, Director
Joseph McCorkle, Budget Analyst and Acting Associate Director of Academic Affairs
Vera Quinn, Associate Professor, English
Gerald Riedling, Chairperson, Division of Humanities and Communications

Madisonville Community College

Thomas F. Boyd, Assistant Director of Academic Affairs
Joe T. Gooch, Chairperson, Division of Social Sciences
Frank Griffin, Coordinator of Student Services
G. Harold Massey, Director
Larry Ordner, Librarian/Media Specialist
Robert Rogido, Assistant Professor, Chemistry
Kao Liao, Chairperson, Division of Natural Sciences and Related Tech.

Paducah Community College

Larry Dowdy, Associate Professor, Biology
David Krueger, Chairperson, Division of Social Science
Jenny Miller, Head Librarian
John Robertson, Associate Director for Academic Affairs
William L. Wade, Associate Professor, Philosophy
Catherine Williams, Assistant Professor, Mathematics
Malcolm Wilson, Assistant Professor/Counselor

Somerset Community College

Mary Bacon, Coordinator, Occupational Education, Professor, Business
Kenneth Bean, Coordinator, Community Services
Glyncon Garrett, Chairperson, Division of Social Sciences and Business
Joseph Jeffries, Chairperson, Division of Physical Sciences
Roscoe D. Kelley, Director
Raymond Miller, Coordinator of Student Services
Carol Molnar, Instructor, English

EASTERN WORKSHOP

Shakertown, October 18-20, 1976

Ashland Community College

Danny Bailey, Coordinator, Special Services
Opal Conley, Chairperson, Division of Biological Sciences
George Edwards, Chairperson, Division of English and Fine Arts
Robert Goodpaster, Director
Richard Hedlund, Chairperson, Division of Social Sciences
Carl Lively, Assistant Director of Student Services
George Livingston, Chairperson, Division of Physical Sciences
Bill Vice, Associate Director of Academic Affairs

Hazard Community College

Marcia Blandau, Coordinator, Learning Lab
Richard Blandau, Assistant to Director
John Drake, Chairperson, Division of Natural Sciences
Harrison Fields, Coordinator of Student Services
Marvin Jolly, Director
Thomas Pinkerton, Assistant Professor, Chemistry

Henderson Community College

Marshall Arnold, Director
Jullian Duffy, Associate Professor, Geology, Geography
Cash Kowalski, Assistant Director of Academic Affairs
Bob Park, Assistant Director of Student Services
Arch Lacefield, Chairperson, Division of Arts and Humanities
Cathi Smith, Instructor, Biology
Dorothy Tapp, Chairperson, Division of Sciences and Mathematics
Michael Thompson, Chairperson, Division of Social and Behavioral Sciences

Lexington Technical Institute

Robert Blake, Assistant Professor, Electrical Engineering
Gail Carpenter, Instructor, Nursing
Ben Carr, Chairperson, Division of Engineering
William Price, Director
Toni Spence, Coordinator of Student Services
Patsy Stice, Chairperson, Division of Business
David Wilkin, Associate Director of Academic Affairs

Maysville Community College

Harry Benson, Assistant Director of Academic Affairs
John Crockett, Associate Professor, Theatre Arts
Edward Curtis, Associate Professor, Mathematics
Wally Hinton, Assistant Professor, Nursing
Herbert Richey, Chairperson, Division of Sciences and Related Technologies
James Shires, Director
James Thornton, Instructor, English

Prestonsburg Community College

Robert Allen, Assistant Director of Academic Affairs
Henry Campbell, Director
Brenda Castle, Chairperson, Division of Biological Sciences
Ronnie Chaffins, Instructor, Accounting, Economics
Madonna Combs, Coordinator, Associate Degree Nursing
Phyllis Honshell, Chairperson, Division of Humanities
Brenda Music, Student Personnel Services
Charles Robertson, Assistant Professor, Physics

Southeast Community College

Thomas Bowen, Chairperson, Division of Natural Sciences
Ann Carr, Associate Professor, English
Bill Eversole, Assistant Director of Student Services
Joanne Hogue, Chairperson, Division of Social Sciences and Humanities
Frances Morris, Assistant Professor, Medical Laboratory Technology
Harold Patterson, Coordinator, Special Services/Upward Bound
Larry Stanley, Director

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